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PENMAN'S ART JOVRNAL



E. C. MILLS

VOL. 29

NO. 1

SEPTEMBER, 1904

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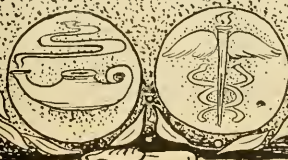
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203 Broadway, New York

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Business
and
Art

A
Magazine
for the
School
Office
and
Studio



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THEORY
AND
SEMI-THEORY
METHODS,
*WITH LITTLE
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I have taught shorthand for fifteen years and I consider your new book, "The Phonographic Amanuensis," the best text on shorthand that I have ever found. No one can make a mistake in adopting it.—L. C. Kime, President Ottawa Business College, Ottawa, Ohio.

The "Phonographic Amanuensis" is the best book of shorthand ever published, as far as I am able to judge, and I have used and studied several different systems. We intend to use it in the Northwestern coming year.—W. P. Potter, Southwestern Business College, St. Louis, Mo.

I am so well pleased with the "Phonographic Amanuensis" that we shall use it in our classes the coming year.—Roy E. Fuller, Academy of Northwestern University, Evanston, Ill.

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THE PENMAN'S ART JOURNAL

TWENTY-NINTH YEAR.

SEPTEMBER, 1904

D. T. AMES, FOUNDER AND CONTRIBUTOR.

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We PROMISED a year ago that if the members of our profession would back us up with a hearty and united support, we would give them in another year a magazine that in breadth and fulness and all dimensions of Usefulness would establish a new record.

They DID back us up! with a heartiness and unanimity never before extended to a periodical devoted to the interests of penmen and commercial teachers. It is up to us to PERFORM. For months we have been busy preparing a record-making program. It is ready. It is complete—away ahead of all former efforts, by us or by any one. Judge for yourself by the subjoined brief outline of a few of the leading features. All we ask is that you take THE JOURNAL, page by page and line by line, and compare it with anything and everything else that you may have at hand—and place your support where, from the standpoint of student, teacher and school, it is best calculated TO BE OF USE.

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The name is a sufficient guarantee that THE JOURNAL's leader in the line of up-to-date business writing will lead all others. You veterans know all about the splendid work this nonpareil of business writers has given JOURNAL readers for several years. Yet,

JUST MILLS —THAT'S ENOUGH

he said to us recently: "I have been watching and thinking and working; I now have something different from and better than anything I have done before," we knew that it meant high-water mark, and promptly secured it for JOURNAL readers.

Look at the first installment two pages further on. From certain quarters we have heard such a lot of cackle about "movement" as might induce an uninformed person to regard this as a private copyrighted article. But THE JOURNAL's motto is "A Minimum of SAY; a Maximum of DO." We don't know how we could illustrate THE JOURNAL's fidelity to this sentiment more forcefully than by referring the reader, be he teacher or student, to the marvelous movement exercises on page 11, beginning Mr. Mills' new series of copies and instruction.

Then consider this point—one of the Little things that count Big for the learner. The standard size of practice paper—doubtless the size that you use in your work—is 8 by 11 inches. The standard spacing between lines is three-eighths of an inch. These copies are made so that they are precisely the right size to fill a page of your practice paper, page for page with THE JOURNAL, leaving proper margins at sides, top and bottom. That is, when a page of THE JOURNAL is placed before the student it is an absolutely correct guide for the filling of just one page of his practice paper—correct as to length of written line (7 inches); correct as to spacing between lines ($\frac{3}{8}$ inch); correct as to form of letters and spacing between letters and between words. Nothing is left to guess at. Nothing is there to bewilder the student by requiring him to "make the copies a quarter larger," or "a little smaller," etc. The real thing is before him, just as it should be done. He

STANDARD SPACING AND MEASURE

can size up his own productions by it and know just where he has succeeded and just where he has failed.

But it is quite unnecessary to dwell upon this or other strong features of THE JOURNAL's new program (condensed particulars on next page), when you have this number of THE JOURNAL before you as a "living voucher." We confess that we are rather proud of it, yet we should be ashamed if each succeeding number were not at least a little better than the one before. What may be hidden in the folds of the future no man can say, but surely no one qualified to speak will question that no paper of THE JOURNAL's class has ever spread so sumptuous a feast as is indicated by the subjoined menu for the school year 1904-5.

It is THE JOURNAL's plan not only to give the best of everything in its line, but to see that those who pay their money for the paper get it. Every teacher knows how annoying it is to have the student whom he has induced to subscribe continually complain that he does not receive his paper. This is bound to occur when wrappers are hand-written. Under that system the

A WORD FROM THE BUSINESS DEPARTMENT

hand addresser is liable to overlook a name or make a mistake in name or address at any time—and the most careful of us will make mistakes. THE JOURNAL has solved this problem. Its wrappers are addressed by machine. When a subscription is received a stencil is made of the name, address and date of expiration, the correctness of which is carefully verified. *That stencil is used throughout the entire period of subscription, unless the subscriber changes his address, which he may do at pleasure, upon a month's notification.* There is no chance for a mistake. Moreover the subscriber has before him all the time the exact date of the expiration of his subscription. Could any system be more perfect? Of course it is expensive—and for four years THE JOURNAL, alone among the papers of its class, has been willing to meet this extra expense. But then, our theory is that nothing is too good for JOURNAL readers.

Gentlemen of the Penmanship and Commercial Teaching Profession—This is our platform. It is now up to You. If you are satisfied that THE JOURNAL offers your students "The Best—and Most of It," MAY WE COUNT ON YOUR SUPPORT?

ALL SUBSCRIPTIONS SHOULD BEGIN WITH THE SEPTEMBER ISSUE.



C. C. Lister.



H. P. Behrensmeyer.



Nina P. Hudson.



W. E. Dennis.



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BUSINESS WRITING.—The finest course of lessons in Business Writing ever prepared will constitute the work of E. C. Mills, during the coming year. C. C. Lister has prepared a course which he says far outstrips anything he has ever done. The courses in Business Writing will constitute the backbone of the work of THE JOURNAL. There will be no overlapping, no confliction.

BUSINESS FIGURES.—F. J. Hillman has prepared a course in Practical Business Figures that will delight every progressive teacher. They are of the vintage of 1904. In other words, up with the times and down to date.

PRACTICAL ALPHABET.—H. W. Flickinger will contribute several of his matchless specimens, each one of which will be worth the cost of the entire year's subscription.

COMMERCIAL DESIGNING.—This eminently practical subject comes in for its full share of space, and who is there better fitted for the work than that versatile artist, E. L. Brown?

PROFESSIONAL WRITING.—L. M. Kelchner and F. S. Heath will conduct courses in Ornamental Writing. Who can do it better?

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BUSINESS FORMS.—Madarasz promises something a little bit better than he has ever done before, and that means better than any one else can do.

VARIETY ALPHABETS.—G. DeFelice will contribute a series of Alphabet plates that will meet with the approval of the most critical connoisseur.

ENGRAVERS' SCRIPT.—The editor of THE JOURNAL will contribute some special work in Engravers' Script. Other well-known penmen and specialists will be represented.

Special miscellaneous specimens will be given by P. W. Costello, D. H. Farley, W. A. Hoffman, A. D. Skeels, J. F. Siple, H. P. Behrensmeyer, W. E. Dennis, C. C. Canan, J. D. Todd, and a hundred others.

CERTIFICATE OF PROFICIENCY.—A beautifully

engraved certificate will be given to all who follow any of THE JOURNAL courses. The courses must be begun in the September number. The certificate is signed (1) by the pupil's instructor, (2) by the conductor of the course pursued, (3) by the editor of THE JOURNAL. Only final specimens need be sent to THE JOURNAL office. Pupils failing to do all required home work will not be granted a certificate.

THE SELF-HELP CLUB.—This helpful department is now entering upon its fifth year of usefulness. George Stanley Murray, recently of Constantinople, Turkey, and formerly of the Packard School, New York, will conduct the club the coming year. Mr. Murray is a young man of lofty ideals, and is fired with an ambition to help others to help themselves. Every word coming from his pen will be one of inspiration. This department will be pushed more vigorously than ever before.

THE YOUNG WOMAN IN BUSINESS.—Miss Nina Pearl Hudson will conduct a department devoted exclusively to the young women readers of THE JOURNAL. Miss Hudson is one of the foremost teachers in New England, an admirable business writer, and withal, a highly capable and cultured young woman. She, too, is consumed with a desire to point the way of success and happiness to the young. This page will be one of the most helpful in the entire magazine.

The foregoing is not all. We have many rich morsels ready for you. We have been working hard to get the courses ready for the coming year, for we know that you will work as hard to gather subscriptions that as many as possible may profit by what THE JOURNAL has to offer. Do not forget that those who conduct courses have done their best, worked their hardest, and look to see how you receive their efforts.

REGULAR AND NEWS EDITIONS.—All these features will be found in the Regular Edition. In addition, the News Edition, consisting of eight added pages, will be devoted to departments of special interest to the teacher, the proprietor, and the school manager. Subscription for Regular Edition, 60 cents a year; in clubs, 40 cents. News Edition, \$1 a year; in clubs, 60 cents.



L. M. Kelchner.



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F. S. Heath.



D. H. Farley.



C. C. Canan.



L. Madarasz.



H. W. Strickland.



H. W. Flickinger.



A. D. Skeels.



P. W. Costello.



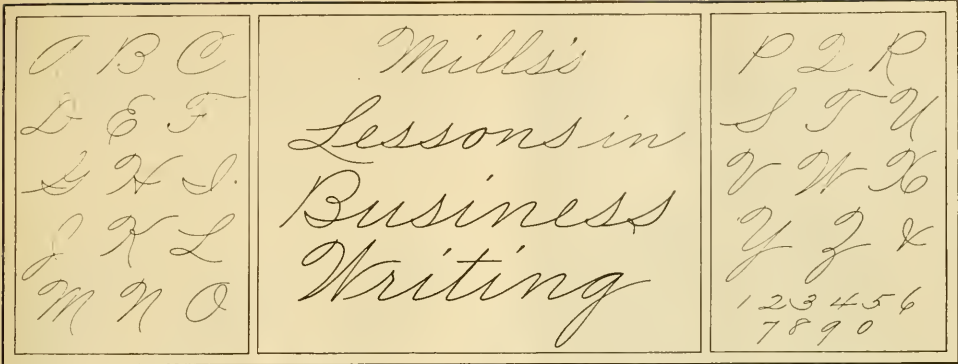
F. J. Hillman.



J. D. Todd.



J. F. Siple.



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Introductory.

IN accepting the offer of the editor of *THE PENMAN'S ART JOURNAL* to give another series of lessons in rapid muscular movement writing, it was with the thought that perhaps a new arrangement in some respects of the copies and instructions would be beneficial to the student practicing at home, and would also be an aid to the teacher of writing in lightening his work in presenting a difficult subject to his classes.

After considerable study and thought I believe we have inculcated into this series of lessons several new features that will be a help to the teacher and student, and which I believe will be appreciated by those who follow this series of lessons. The keynote of the lessons will be the development of a light, elastic muscular movement which makes writing practically tireless, and an abundance of movement exercises that will apply to the letter in hand will be given throughout the entire course. The arrangement of the copies will also be somewhat different from those formerly presented in writing lessons. The capitals will be taken up in their regular alphabetical order, and in connection with the capital will be given the smaller letter also. Feeling sure that many students fail to grasp the correct idea of the form of the letter given from the small writing in the regular copy, we have conceived the idea of making at least one enlarged letter with a coarse pen, so that even the dullest pupil may have no difficulty whatever in securing the proper conception of the form of that letter. These large forms of letters are not given for the student's practice, but simply as a means of training the eye to the correct form.

While we make movement the chief point in this series of lessons, yet we feel that in order to make the movement serviceable it should be directed in certain definite channels in following the dictates of the perceptive faculties in forming the letters correctly. While we want every student to practice the lessons with the free muscular movement, yet we have endeavored to make the copies as accurate as possible, so that the student may have some definite ideal to strive for, rather than to practice from slipshod copies, as such practice usually lends itself to careless work and poor results. For this reason we will make the copies as good as it is possible to make them while using the free muscular movement.

During my experience as a teacher of penmanship I have taught many styles of capital letters, and during the earlier part of my teaching often I would present as many as two or three different styles of one capital letter for practice, thinking that variety of forms of letters was essential to good teaching. Undoubtedly it creates an interest in the lesson for the teacher to go to the blackboard and display his skill before a class. Often students are simply amazed at the skill of the teacher in producing a great variety of forms, and while these things may be valuable in arousing enthusiasm, yet I question whether the idea is a wise one for the average teacher to follow, as the poorest writer will try to imitate the most fantastic forms placed before him. The more experience I have had in teaching work of this kind, the more necessary I have found it to give definite forms to my classes, and I make it my business to see that the students follow the forms I give, rather than some fancied form they may have in mind. Consequently in this course of lessons I have given as a heading the one style of capital letter that will be adhered to throughout the entire course. I do not expect all teachers to agree on all of the forms of letters, but I do believe the majority of teachers of penmanship will endorse the greater share of these forms, and even if there are two or three letters that do not happen to strike your fancy I think it would be well to adopt

the forms anyway this year for the sake of uniformity, as I am confident that much better results can be secured if we teach one style of capital letter, and adhere rigidly to that form until the student becomes perfectly familiar with it and acquires skill in writing that one form of capital letter. I believe there is much time wasted in promiscuous practice, and I shall do all I possibly can to make this course of lessons reinforce the teacher's idea of systematic work. The forms of letters will be uniform throughout and the instructions and explanations will be definite and to the point.

Materials.

Usually the best penmen are the biggest cranks about the materials they use, because they know how useless it is to endeavor to do fine work with poor materials. Now you may possibly save a dollar in materials while working up this course of lessons, but in making this saving you may perhaps spend fifty dollars' worth of time in practice and then fail to make satisfactory improvement. So such economy as this is poor economy and is simply downright foolishness. This idea of economy reminds me of the frugal housewife, who saved enough money by being economical in the use of kerosene by depriving the family of a necessary light, that she finally was enabled to buy herself an expensive hat, and I am afraid if the student tries to save in writing material he may possibly spend this amount for something that may not do him near the good that he would derive from having the proper writing materials.

Do not use muddy ink, nor ink that is pale. The ink should be black when first used, in order that the mistakes made may be readily located and consequently corrected, and also should you happen to form a good letter through mistake you want to be able to see that letter and appreciate it. Almost any kind of good black ink will answer the purpose. Use a straight penholder, and one with a cork tip is usually preferable as there is a soft feeling to the fingers in using the cork tip that tends toward the muscular relaxation of the fingers. You will not improve your digestion to any considerable extent by chewing the end of your penholder.

Use Gillott No. 604 pen for this practice, or a pen that will produce the strength of line similar to that shown in the copies. I just mention Gillott's No. 604 pen because I know it is a reliable pen. Use paper that is not too rough in finish, and paper with a hard, smooth surface is usually better for this work. The paper as a rule should weigh not less than twelve pounds to the ream. If you are going into this work with the determination to succeed you should see that you have the proper tools to work with.

Position.

One of the most important things in learning to write well is in assuming the proper position at the desk for this work, and when we come to consider that much of our time is spent while sitting at the desk in a writing posture, it would seem that how we sit while doing this work should play a very important part, not only in the execution of the work itself, but from the standpoint of good health as well. It does not take a particularly bright person to surmise the fact that it is not especially conducive to good health to have the body thrown forward to such an extent that the lungs are depressed, which means that the breathing and consequently the entire circulation of the body is impaired somewhat. If it were but a matter of a few minutes every day, this would not amount to anything serious, but when we consider that many office men are confined to their desks for eight hours a day, then this point assumes quite a serious aspect. Let each one then get into the habit of assuming a reasonably erect position while writing. This does not mean that the shoulders should be thrown back in an



Illustration No. 1.

uncomfortable position, but endeavor to assume quite an erect attitude toward the desk. Keep the eyes all the way from twelve to eighteen inches from the paper, unless there is some defect in the eyesight, in which case the student should get down close enough to the work so that it will not be a strain on the eyes. If you have the habit of getting your feet tangled up with the rounds of the chair, you will find that this will have a tendency toward throwing the body forward. Keep the feet placed flat on the floor and in front of you. Do not lean against the desk, but sit quite close to it. Sit straight in front of the desk. Place the paper at a slight angle on the desk, and hold the paper with the left hand, just above the line of writing. All of the left forearm should be placed on the table, and use this arm as a sort of prop for the body. No weight of the body whatever should be rested on the right arm. Place practically all of the right arm on the desk, but the elbow may project over the edge of the desk about one inch. The right arm should be held nearly parallel to the sides of the paper, when the arm is held about in the center of page, but there are of course exceptions to this rule, and the angle at which the paper is held in relation to the arm varies with different individuals.

Make a careful study of illustration 1; do not stop here, however, but actually put into practice this position upon beginning your practice in this course of lessons. Slight the instructions here and the lessons will be unsatisfactory afterwards.



Illustration No. 2.

Position for Pen and Hand.

Hold the pen lightly between the first finger and the thumb, and allow the holder to cross the second finger at about the top of the nail. The hand should be turned well toward the left so that the penholder may be pointing in the direction of the right shoulder, and not toward right elbow. The hand should rest and should be carried along across the paper on the nails of the third and fourth fingers; these fingers should be folded under the hand similar to the illustration shown in cut 3. Perhaps the two last fingers are folded just a little too much under the hand in this illustration, but we have exaggerated it in this way so that you will be sure to get the idea.

Make a careful study of illustration 2, which shows the hand and pen as seen from the front and side view. With these illustrations before you, you cannot help but secure the proper position if you will but give the matter careful thought.

Muscular Movement.

The free muscular movement in the execution of business penmanship is one of the most important things we have to consider at the beginning of a series of lessons of this character. To many it will be a complete change in the manner of writing. The development of the light, elastic movement is usually rather a slow process, and it therefore requires the patience as well as the continued work of the student. Those who now write the cramped, labored style of writing will find that by acquiring the muscular movement they will change their writing to a style that is easy in execution and practically tireless. It is therefore reasonable to infer that in changing the entire manner of writing, the forms of the letters at first will not be as accurate as when they were drawn out slowly and carefully with the finger movement.

Anyone who will faithfully practice the exercises and copies just as they are presented in this course of lessons cannot help but make a wonderful improvement in his writing, and in the development of the free movement. No one should be discouraged if the results do not all come at once, as the valuable and permanent things in education, as well as in all other lines of industry only come after much hard work and careful study.

A Word to Home Students.

Undoubtedly this course of instruction will fall into the hands of many ambitious young people who have a desire to practice writing at home, and do not have the advantage of receiving personal instruction in writing from a teacher. It is well for you to come to the conclusion at the very outset that in improving your writing at home you are undertaking a task that will require practice and patience. Only those who are dead in earnest and who have plenty of backbone should undertake this work, as it is not the work for the lazy, the indifferent, or the



Illustration No. 3.

vacillating young man or woman. If you are going into this work you should make up your mind that it takes time to become a fine writer, and that you are going to persevere and follow the course through regardless of the discouragements you may have. It is far from my thoughts to discourage anyone in becoming a good writer, but I want it understood here that in order to become a fine business penman the prospective student should learn that work and study alone, and that only continued work and study, will produce the best results. The fact is, we shall endeavor to make this course of lessons as helpful and inspiring to the student and teacher as possible, but it makes no difference how meritorious a course of lessons may be unless the copies are thoroughly worked, and the instructions carefully heeded, good results will not follow. For this reason I have stated in the beginning that unless you are thoroughly in earnest the results obtained from this course of lessons will not be satisfactory. On the other hand, those who do the work just as outlined, I am positive will make very rapid improvement in their penmanship.

It is a well established fact now that anyone, no difference how poorly he may now write, or how crude his ideas may be regarding writing, can make substantial improvement, and often develop a very fine style of penmanship by following a home course of instruction in writing. Of course, where one has the advantage of first-class personal

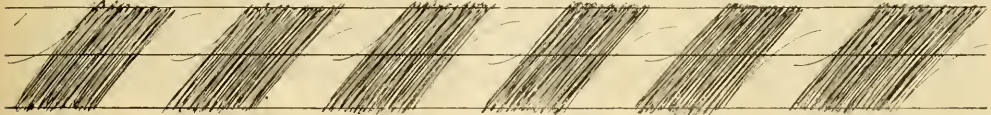
instruction, and has for his teacher, a live, enthusiastic advocate of muscular movement, there is an impetus given that helps to carry the student over many of the rough places in the field of penmanship, and it is without the personal stimulus of a teacher that the home student will have to do his very best in keeping up his interest and enthusiasm. I shall appreciate your efforts in improving at home, as practically all my own penmanship was secured while working by myself, and without the aid of a personal teacher. You may be able to do as well, and you may possibly do better, as you can profit by our experiences, plus the start in years you have over us. My heart will be with you in this work, and I shall rejoice over every honest effort that you make toward becoming a fine penman.

How to Develop the Muscular Movement.

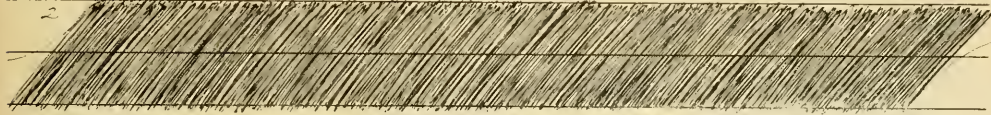
The first thing to learn in developing the free muscular movement is to acquire the habit of perfect muscular relaxation. This muscular relaxation will not only help you in your penmanship, but will help you in securing rest of the entire body and nerves. Very often we see people who are vainly attempting to secure rest while all the time their muscles are screwed up to a high tension. As much real rest can be secured in a few minutes of complete muscular relaxation as several hours of rest

when the muscles are only partially relaxed, and it is this habit of relaxing the muscles that will help you as much in writing and in gaining control over the muscular movement as anything I can mention here. Make your arm as limp as possible, and allow the motion to come with the least possible drawing up of the muscles of the arm. Avoid the rigid, death grip of the penholder. Now if the muscles are relaxed, place the arm on the desk in the position for writing, as instructed under the heading for position. There are only two rests here, and those are the muscles of the arm just forward of the elbow, and the nails of the third and fourth fingers. The wrist should be kept raised from the paper. As mentioned before, the penholder should be kept pointing in the direction of the right shoulder. If this is done it also means that the wrist will be held nearly flat. If the hand is turned over on the side it then throws the arm off the bunch of muscles just forward of the elbow, and makes the acquiring of the muscular movement doubly hard. The fingers should not move independently of the arm and hand and all of the motion comes from the muscles of the forearm.

It will be our purpose in this series of lessons to give such exercises and copies that these muscles may be brought under control and developed for beautiful, rapid business writing. Now we are ready to begin the real practice of the different copies for this lesson.



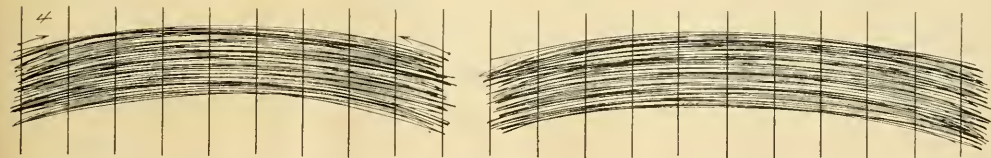
COPY 1. The oblique or pulling movement is given first that the student may secure as much contraction of the muscles as possible at the beginning. This exercise is made by pulling the arm in the sleeve and then allowing the arm to relax back into its original position again. This work should be done very fast and something like 150 down pulls to the minute may be made. It is a good plan to count for yourself while making these exercises. Do not move the arm slowly on this exercise, but strike out rapidly, just as though you were mad, and work the arm faster than you have ever worked it before. This will be tiresome work at first, but get the muscles good and tired the first few days, and after awhile you will be able to do much more work in the same time without becoming so tired. Make the downward lines very fine and light.



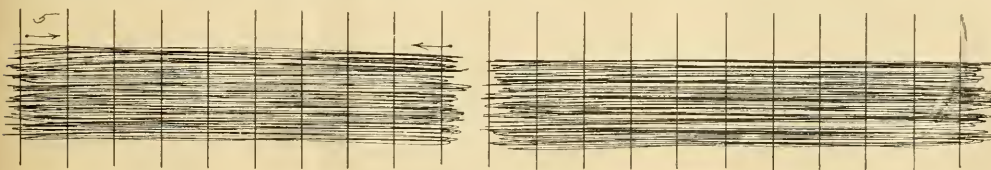
COPY 2. In this copy make the pulling movement compact in form like the first one, but make continuous across the page. See that these exercises are made two spaces in height. Now work the arm rapidly in the sleeve and be sure that the arm is resting on the cushion of muscles just forward of the elbow. The sleeve should not slip on the desk, but should be held in the one position. See that the downward strokes are made so close together that practically all the white space is worked out. This should not be done by pressing heavily on the pen, but by making a series of very fine light lines close together.



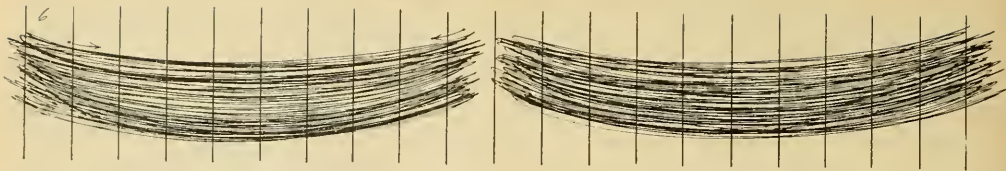
COPY 3. The pulling movement in the first two copies was given so that the student would be able to develop as great scope in movement as possible. Now the same exercise is given made one-half the size, or to fill the space between the two blue lines. This is done to bring the movement down under better control for a practical application to the forms of letters. Make all the lines slant in the same direction. Try not to have any muddy places in this exercise. Still continue the high rate of speed.



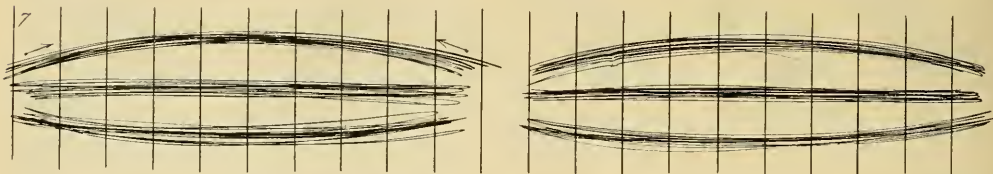
COPY 4. Turn the paper lengthwise and write across the blue lines. These lateral movements are given to develop the ability to carry the hand across the page with ease and freedom. Many beginners do not seem to have any range of lateral motion at all, and their writing seems extremely cramped. These lateral movements are the best antidote for this trouble. The hand should be carried along while it is kept in the one position, and without turning the hand over on the side. Count one for each different motion and make just a very slight pause at the end of each line. Notice there is just a little circle given to this stroke. Make this exercise extend across about ten blue lines in length.



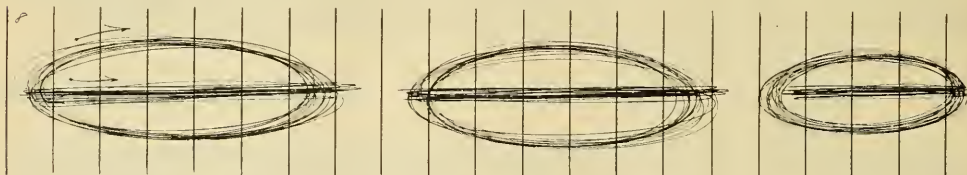
COPY 5. Make this exercise same length as Copy 4. Make the lines straight. Keep up a regular, swinging motion. Make these swinging exercises about one inch down the page, and then start another and repeat as before. Much of the good of these exercises will be lost if you skip from one to the other without first having reached some degree of skill on the exercise in hand.



COPY 6. This exercise is made by drawing the arm in the sleeve a very little in connection with the lateral movement. The drawing of the arm in the sleeve will produce the under circle. Make compact down the page about one inch. At least a full page should be made of each exercise before another is attempted.



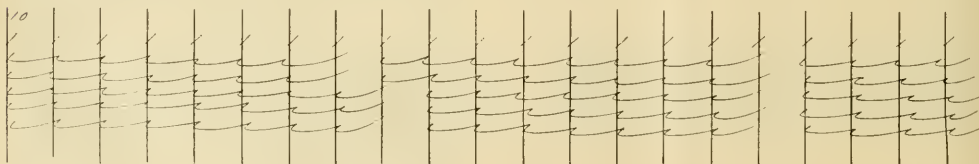
COPY 7. In this exercise, across the page we have the product of the last three exercises combined. Make these to come across the same number of lines as shown in the copy. Make all of these strokes with a steady, swinging motion of the arm, and all the lines should be made fast enough so that there may be no nervous strokes.



COPY 8. First start this exercise with the horizontal straight line, then swing toward the right making the oblong circle without lifting the pen from the paper. Generate all the movement you can in making these exercises.



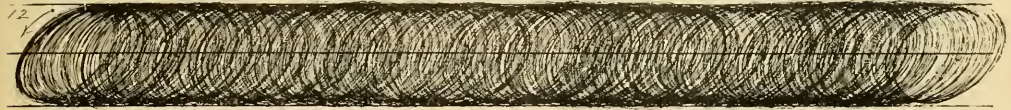
COPY 9. See how straight you can write across the blue lines. Make the short straight lines, checking the movement just a trifle at each blue line. The hand should be kept in the one position while moving across the page. It is right here in doing all of this work that you need to watch your position and see if you are following instructions regarding position. A good position is not simply to be considered for a few minutes at the start, but should be kept up through all of your practice work.



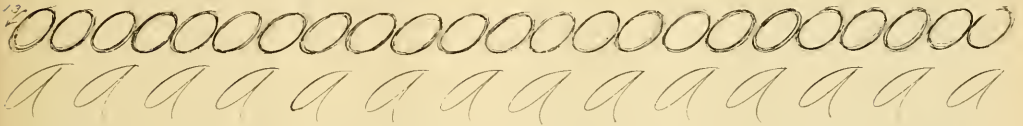
COPY 10. Make the figure 1 very short and light. Do not make carelessly but make each one with a light, decided stroke. Next combine from seven to eight down strokes without lifting the pen. Slide the hand along as easily as possible across the page. Make down strokes shorter yet. Count for each down line. Make down lines on proper slant.



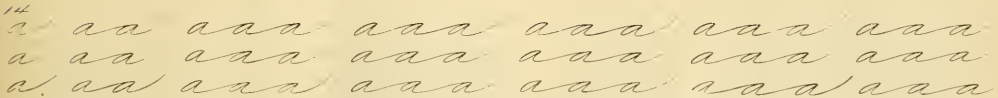
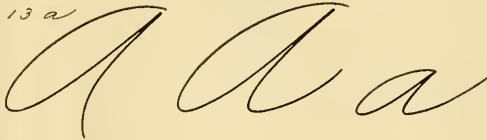
COPY 11. Those who have been successful in making the pulling movement should have no trouble with the ovals. The oval is made by simply rolling the arm in the sleeve. Make the down lines as light as the up strokes. Keep the lines well together. Make the exercises quite round and full. Count for each down line and roll the arm rapidly in the sleeve. You cannot get too much of this rapid movement practice.



COPY 12. Make the oval movement here compact in form and see how nicely you can work out all the white space between the lines. Put in hour after hour of solid practice on this compact movement. Make two spaces high and confine all your strokes to within this limited space. Make all the strokes as fine and hairlike as possible.



COPY 13. First practice the direct oval movement making it but one space high and on trifle more slant than the other ovals. Make seven down lines to each exercise and work rapidly. Next take up capital "A" and study the form. By studying the enlarged form you will be enabled to see just how the different elements are combined in order to produce this graceful letter. See that the letter is nearly closed at the top. The first form of the letter is given when the letter is not connected to the small letter following. The strokes contained in the "A" are also found in a number of other letters, and it will pay you well to practice this capital until you can make it well. Count 1, 2, 3, for capital "A".



COPY 14. Now if you succeeded in making the capital "A" well you should have no trouble whatever in reducing the form in size and in making the small "a". Make several a's without lifting the pen. Notice that the oval in the small "a" as well as in the capital is made more slanting than most parts of letters. You cannot be too thorough in practicing all the copies in this lesson, as your future progress depends upon how well you digest these copies.

The Penman's Art Journal
A minimum of say:
A maximum of do.

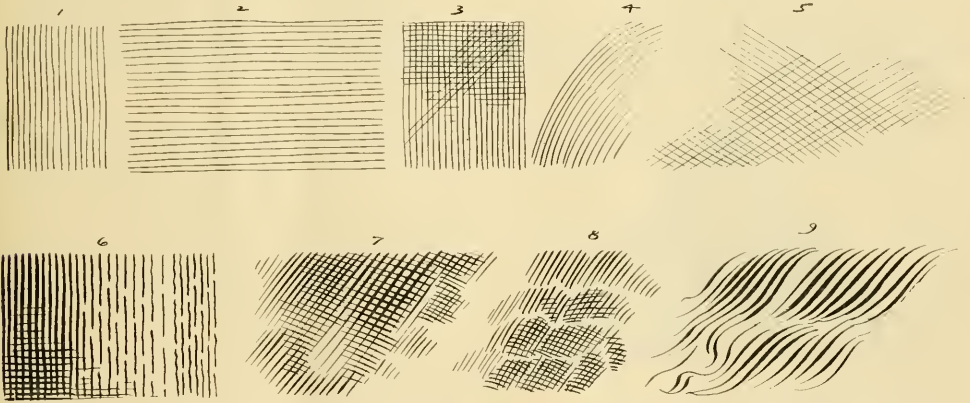
LESSONS IN PEN DRAWING.

By E. L. BROWN, Rockland, Maine.

THE ability to make good pen drawings is an accomplishment worthy of serious consideration, and young penmen will find it to their advantage to give this important branch a share of attention. It has been our first aim in the preparation of these lessons to include work of the most practical nature—that class of broad, vigorous pen drawing which is adapted to general illustrative purposes. There is a constant demand for pen illustrations by engraving houses, publishers of magazines, newspapers, etc., and it is only a question of being prepared to do first-class work in order to find a market for your drawings.

An outfit for this class of work may be simple and inexpensive, consisting of some coarse and fine pens, straight holders, cardboard or heavy paper with good pen surface, and pencils, numbers 3-H and 4-H respectively, and India ink.

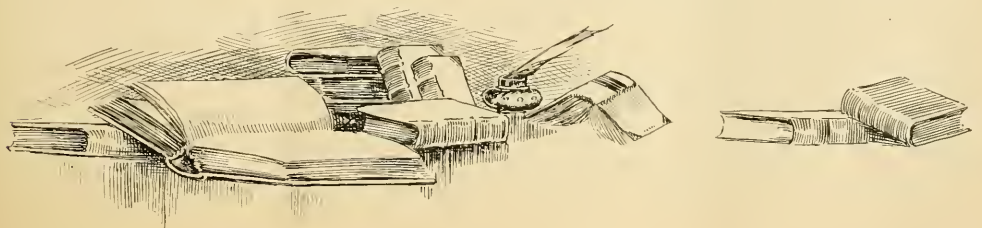
The vertical lines in exercise *one* were made with the fingers. Evenness of tone depends on uniform spacing. The horizontal lines should be made with the forearm, of the same thickness, with regular spacing. Number *three* shows one method of deepening a tone, called crosshatching. See that all the lines are of the same thickness. Make the curved strokes with the wrist and finger movements, aiming for uniform spacing to insure evenness of tone. The remaining four exercises should be executed with the fingers, moving the pen towards the body. Unevenness is often desired in drawings, and this effect is obtained by varying the thickness of the lines. See examples *six* and *seven*. Please do not run over these exercises in a careless, indifferent manner, as you must be able to handle the pen with freedom and accuracy, lightness and firmness, before you can do creditable pen drawing.



Do not under any circumstances use cheap writing inks in pen drawing, or for any purpose where the work is to be reproduced. A Gillott pen, number 604, is very satisfactory, and Bourgeois French India ink is easy flowing and jet black. Paris white, wedding bristol, either 2 or 3-ply, is excellent for pen work. Give the exercise for line practice especial attention. Practice on the different strokes until you can make them with precision and accuracy, with either the finger or arm movements.

Study the design as a whole, and the form and position of each book, and do not add any ink until an accurate pencil drawing has been obtained. Aim for a natural arrangement, avoiding a set, studied appearance.

Make all lines in the drawing fine, excepting, of course, places where the darkest shadows occur. Remember that the strength of a pen drawing is easily ruined by superfluous lines, and that some of the very best and most effective pen drawings comprise few well arranged lines.



Penman's Art Journal

DEVOTED TO WRITING,
DRAWING, DESIGNING, ETC.

FOR TEACHERS, STUDENTS AND
PROFESSIONAL PRACTITIONERS

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CLUBBING RATES.

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News Edition.—\$1 a year. Two subs., \$1.50. Three to six subs., 66 2/3 cents each. Larger clubs, 60 cents each.

After having sent in enough subscriptions to entitle the club sender to the minimum rate as specified above, additional subscriptions in any number will be accepted at the same rate throughout the school year.

Clubbing subs. in Boroughs of Manhattan and Bronx, N. Y., 15 cents a year extra, to pay for additional cost of delivery.

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Subscribers who have their magazine sent to a new address should notify us promptly, giving the old address and specifying the edition, whether *News* or *Regular*. Notices must be received in advance, that all copies may be received.

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And the greatest of these is *Hustle*.

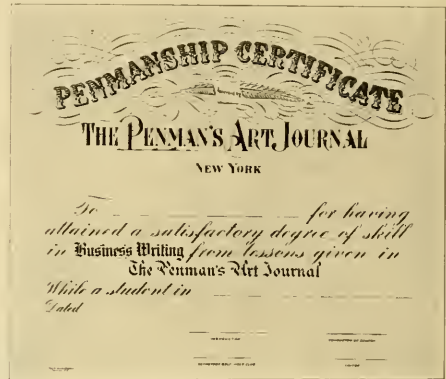
"Pluck wins: It always wins; though days be slow and nights be dark, 'twixt days that come and go—still pluck will win. Its average is sure. He gains the prize who can the most endure, who faces issues, he who never shirks, who waits and watches, and who always works."

THE JOURNAL is justly proud of its "Old Guard." Year after year when the CENTURY ROLL is called they respond "present." We hope this year to receive more lists of ONE HUNDRED subscriptions each than ever before. There never was a time when business colleges were in as flourishing a condition as now. Get your pupils interested in THE JOURNAL and let us help you in your work.

Every course in this issue is a money-making one. Mr. Mills for several years has devoted his entire time to turning out just the class of work he has taken so much pains to prepare for the learner. E. L. Brown is a practical engrossing artist, making a specialty of diploma work. F. J. Hillman is one of the most expert bookkeepers and auditors in New England. H. W. Strickland is regularly em-

ployed by a large life insurance company. F. W. Tamblin devotes his time to order and mail work in lettering and other branches of pen work. L. M. Kelchner is in charge of the Pen Art Dept. of the Northern Ill. Normal School, where all of his pupils are teachers. E. C. Marlatt is acknowledged to be one of the most skillful and versatile engrossers in America. The man who makes his living by means of one of these branches of the work ought to be qualified to give sound advice regarding same.

The courses to be given this year in THE JOURNAL, if taken by mail direct from those conducting them, would cost not less than one hundred dollars. Make your own comparison.



Teacher, do not forget to mention the Certificate to your pupils. One is given for every course completed, provided the work is done to meet with your own endorsement and that of this office. The Certificate costs but fifty cents. The name of the learner is engrossed by Madarasz, and everything is properly signed and sealed. THE JOURNAL'S Certificate is just that valuable, that nearly a hundred teachers worked for it last year, and from indications many more will follow our courses the coming season. The size of the Certificate is 16 by 21 inches, printed on azure-tinted vellum. Any teacher may have one to hang in his school room by making application for same.

Thinking that possibly there might be those who could not obtain the proper materials to do satisfactory work on the lessons begun in this issue, we have arranged to supply all with the very best on the market. Postage stamps will be taken for any amount in payment. We recommend the French India Ink for regular penmanship practice.

Gillott's Double Elastic E. F. No. 604 Pen—A medium fine pen. 1 gross, 75c.; 1/4 gross, 25c.; 1 dozen, 10c.

Gillott's Principality No. 1 Pen—A very fine pen. 1 gross, \$1.00; 1/4 gross, 25c.; 1 dozen, 12c.

Soennecken Broad Pointed Pens for Text Lettering, set of 12, 25c.

Double Holder for Soennecken Pens—Holds two pens at one time, 10c.

Obique Penholders, large or small, 14c.; two, 20c.

Arnold's Japan Ink—Pint, by express, 50c.

French India Ink—1 bottle, by mail, 30c.; 1 dozen, by express, \$3.00.

Worthington's Gloss Ink—1 bottle, by mail, 27c.; 1 dozen, by express, \$3.00.

White Cardboard—Wedding Bristol, size 22 x 28, 6 sheets, by express, 60c.; 12 sheets, by express, \$1.00; 2 sheets, by mail, postpaid, 30c.



SPECIMENS of business writing received from students at the Westerly Business College, Westerly, R. I., give evidence of the thorough training received at that school. The improvement made by Percival B. Byron is worthy of special mention.

A large roll of very commendable specimens of business writing from the Mankato, Minn., Commercial College, proves conclusively that there is no lack of interest in penmanship at that school. There is no poor work in the collection.

The pupils of W. A. Hoffman, instructor at Valparaiso College, Valparaiso, Ind., are producing some excellent work. Under a thoroughly competent teacher results are always sure.

From the Scranton, Penna., Business College come a number of specimens of students' work, a full page of foolscap being written in from seven to nine minutes. The work is all strong and shows the results of careful practice.

Edward Pokorny, of Milwaukee, Wis., sends us a few specimens of his work to illustrate the progress made by him in the last six months. *THE PENMAN'S ART JOURNAL* is proud of such pupils.

Another superior specimen of business writing from the Gem City Business College is that sent in by Geo. H. Walks. The improvement made by Mr. Behrensmeyer's pupils should be very gratifying to both student and teacher.

For a girl of ten years, who has not had more than fifteen months' instruction in pen and ink writing in her life, the specimens from the pen of Laura D. Medefesser, of Danville, Iowa, are certainly remarkable. Mr. Jaques is justly proud of the work of his pupil.

It requires no expert eye to detect the improvement made by pupils at the New Brunswick, N. J., Business College, under that master of penmanship, Clyde L. Newell. Some of our readers may not be aware of the fact that Mr. Newell is now connected with the Dunsmore Business College, at Staunton, Va.

The result of the careful and conscientious training of five of Mr. Watkins' pupils, at the Dakota Business College, at Fargo, N. D., is shown in specimens received from them.

Quite a number of specimens of business writing come to us from pupils of G. F. Roach, Holdrege, Neb., all of them most creditable to both teacher and pupil. A. L. Peterson, one of the pupils, seems to be making rapid strides towards perfection in ornate handwriting.

Penmanship is not circumscribed by international boundary lines. From 120 High Street, Dowlais, Glamorganshire, England, come a number of specimens of penmanship, neatly stitched together, bearing the name of John Jones. Neatness characterizes the work of our English friend from start to finish.

Miss Martha E. Balch, a pupil of H. P. Behrensmeyer, at Quincy, Ill., has favored us with a number of specimens of fancy writing and pen lettering. *THE PENMAN'S ART JOURNAL*, in ink, is very artistically done.

The specimens received from Charles H. Coonrod, of Cohoes, New York, show marked improvement. He now writes with an easy, graceful movement, and gives *THE PENMAN'S ART JOURNAL* credit for his advancement.

R. A. Grant, of Rockford, Ill., sends us some samples of the good work that is being done in the high school of his city. The careful work of Mr. Grant is certainly bearing fruit.

Every teacher of writing is cordially invited to send specimens of students' work to this office. We are always glad to look these over and note the improvement that is being made by pupils in various parts of the country. If teachers could hear the good words spoken in this office of many of the specimens it would certainly be a great inspiration to them.

*Penmanship Shorthand
Language*

\$100.



Washington, D.C., Jan. 7, 1876.

Three months after date, we promise to pay to the order of Richard K Henderson, One hundred dollars, value received, at First National Bank of St. Louis, St. Louis, Mo. — James Everett & Co.

Business Form No. 1.—Promissory Note. By L. Madarasz, New York.

P. W. Zimmerman
 Pawtucket,
 P. O. Box 291
 R.I.

Superscription.—Ornamental Style. By F. B. Courtney, La Crosse, Wis.

 Lost Hours 

Lost yesterday somewhere between sunrise and sunset. Two golden hours, each set with sixty diamond minutes. No reward is offered for they are gone forever."

Professional Writing. By C. C. Canan, Bradford, Penna.

THE WOMAN IN BUSINESS.

By MISS NINA P. HUDSON.



WOMAN'S OPPORTUNITY.

I PRESUME if our Puritan grandmothers could pass through the streets of our cities to-day they would be shocked to find their granddaughters jostled here and there by men and as men; for women constitute a large per cent. of the throng of bread-winners going to their work between the hours of seven and eight, and returning after the six o'clock gong has reverberated its welcome sound.

Not a century ago but one field lay open for women workers; country school teaching for the spinster and marriage for the more fortunate (?)

To-day over fifty occupations call for women, placing them on the level with their fellow-men. Wherever mental or manual labor is required there you find hundreds of young women employed.

American independence is born and bred in the daughters of United States citizens and the time has come when they no longer depend upon their sires for "spending money."

It is a truth, however, that this "extra change" is not the goal of all, for there are many young women who are grasping every opportunity to advance not only their financial welfare but their minds as well, so that they can cope with men in the business world.

So many of our girls, however, are looking with envious eyes toward some higher position of more salary which they may not be capable of filling, complaining the while because the opportunity was not given to them.

Ah, young woman, you must learn that opportunities are given you every day. Every lesson you learn in school is an opportunity; every confidential letter your employer dictates to you, every customer you wait upon—an opportunity to show yourself a lady, if nothing more.

If you are a clerk you have an opportunity to be original. Assist in arranging the counters artistically and your employer will realize your value and you will be promoted.

If you are a stenographer, grasp the opportunity to prove yourself proficient in every detail that your services will be absolutely necessary. In other words, do not envy others their positions, but widen the bounds of yours.

Every position of responsibility even though it be "more work," is a wonderful opportunity to draw out your abilities. If the manager can once leave you, his book-keeper, in charge in his place, he feels that he can many times. Will this not eventually mean much to you?

Do not stand still. Let your intelligence and experience grow, no matter how small your salary. This is the one point in which men excel in business lines. They are alive and full of American hurry.

This same spirit of enthusiasm exists with the young women during preparatory work which is generally found in the school room; but after the diploma is in possession the battle is won rather than in reality, just begun. A position, then, is the next object of their desires and many times a three or five-dollar-per-week position is satisfactory.

Do not be discouraged if you receive nothing better at

the beginning; remember experience is worth more than dollars to the inexperienced. But do not let this be your maximum. It should be your minimum.

Another opportunity we all pass by too often is time. Five minutes, ten minutes. How easily we waste them when perhaps they contain one chance in a life time. Read; learn of the current events; go out of doors and enjoy the bright world that God has given you, but which you, with tired head upon tired hands, after a day's work, think so gloomy.

In your way to and from your work take the opportunity to look at the blue sky, the verdure of the leaves, the songs of the birds and let this harmony fill your inmost soul till you, too, will be glad that you have an opportunity to live, to see, to hear, to work, yes, and to be wearied by honest toil. Work is a blessing. Be happy in your work and grasp every opportunity to enjoy living even though you work.

DOES AN EDUCATION PAY?

1. Does it pay an acorn to become an oak?
2. Does it pay to escape being a rich ignoramus?
3. Does it pay to fit oneself for a superior position?
4. Does it pay to get a glimpse of the joy of living?
5. Does it pay the chrysalis to unfold into the butterfly?
6. Does it pay to learn to make life a glory instead of a grind?
7. Does it pay to open a little wider the door of a narrow life?
8. Does it pay to add power to the lens of the microscope or telescope?
9. Does it pay to know how to take the dry, dreary drudgery out of life?
10. Does it pay to taste the exhilaration of feeling one's powers unfold?
11. Does it pay a rosebud to open its petals and fling out its beauty to the world?
12. Does it pay to push one's horizon farther out, in order to get a wider outlook, a clearer vision?
13. Does it pay to learn how to center thought with power, how to marshal one's mental force effectively?
14. Does it pay to acquire power to get out of life high and noble pleasures which wealth cannot purchase?
15. Does it pay to acquire a character-wealth, a soul-property, which no disaster or misfortune can wreck or ruin?
16. Does it pay to have expert advice and training, to have high ideas held up to one in the most critical years of life?
17. Does it pay to make life-long friendships with bright, ambitious, young people, many of whom will occupy high places later on?
18. Does it pay to become familiar with all the lessons that history and science can teach as to how to make life healthy and successful?
19. Does it pay to become an enlightened citizen, able to see through the sophistries of political claptrap and vote intelligently on public matters?
20. Does it pay to change a bar of rough pig iron into hairsprings for watches, thus increasing its worth to more than fifty times the value of its weight in gold?
21. Does it pay to experience the joy of self-discovery, to open up whole continents of possibilities in one's nature which might otherwise remain undiscovered?—Orison Swett Marden, in *Success*.

PRODUCT WORK FOR ACTUAL PRACTICE.

By C. C. LISTER, Baltimore, Md.

The product work for the present school year will consist of a series of letters in actual business practice. The letters will form a continued correspondence. In this issue, letter No. 1 appears.

Denver, Colo., Sept. 6, 1904.
Messrs. Jones & Co.,
Chicago, Ill.
Gentlemen:
Please quote your most favorable cash prices on 1000 pounds sugar-cured Hams, and oblige.
Yours very truly,
H. B. Harris

Letter No. 2 of this series will appear in the October number. It will be the reply of Jones & Co. It is desired that students, in the meantime, will formulate a letter of their own for comparison when the reply is published.

a b c d e f g h i j k l m
n o p q r s t u v w x y z
i u w n m x r r s o a c c
d t p f l k h l k g g j y z
£ 1234567890 A?

POLICY ENROSSING.

By H. W. STRICKLAND.

Policy Engrosser for the Conn. Gen. Life Ins. Co., Hartford, Ct.

THE aim of this course in policy writing is to show the practical application of this style of penmanship to the work in which I have been engaged for the past five years. I shall not try to tell you *all* about it; only some of the things that I have noticed.

In this class of work much depends on having good material, and so I use stick India ink, a specially adjusted oblique penholder, and for pens, the Gillott, Nos. 1 and 303.

The movement used is a combination of the forearm, wrist

and fingers, but after getting familiar with the manner of execution, much of the movement comes from the forearm in rapid work. You will notice that the pen is raised on about every letter. Strive to get an even shade and regular spacing, connecting a nice hair line with a *smooth*, full shade.

A good space to practice on is 3-16 of an inch, ruling head and base lines, and extending the loop letters to one-half inch. The light line of the loop is made with a downward stroke, as on "H," "Y," etc. To get the ends squared they must be retouched and in this way imperfect letters may be much improved. The little dots on the r's are made full by re-touching.

I shall be pleased to receive work on this lesson for criticism. Send same to above address and I will do what I can to help you acquire a practical money making style of script.

Wm. G. Kealy,
New York
222 Broadway

Superscription by C. C. Canan.

LESSONS IN LETTERING.

By F. W. TAMBLYN, Kansas City, Mo.

THE course I shall give is not what may be called long, yet it covers the practical styles of lettering as used by artists and engrossers.

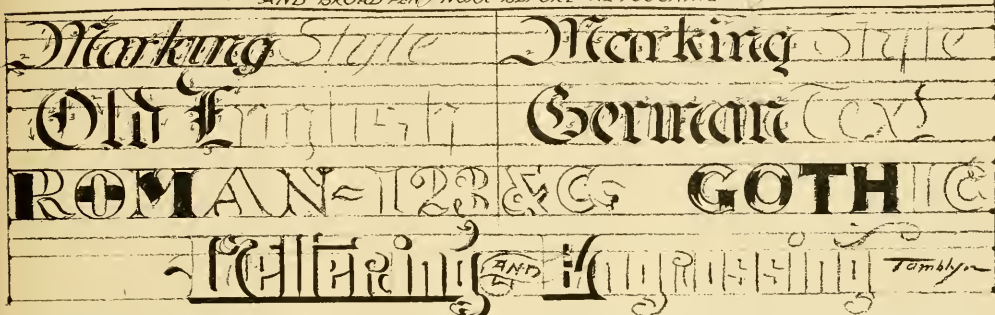
Material.

No extensive outfit is necessary, yet the articles I mention are very essential.

compass. Make all ruling *light*. Use a sharp, medium-soft pencil, and touch lightly. If arranging work for engraving, a blue pencil is best, as blue photographs white, and the lines do not have to be erased. Next outline with same pencil in the same way, the letters as shown. Don't use any more outlining than here shown. All that is needed for the first four styles

PLATE
NO. 1.

Illustrating Pencil Outlining
AND BROAD PEN WORK BEFORE RETOUCHING



A full set of Soenneken Lettering Pens, Nos. 1 to 6, and double points 30 to 60. For very large lettering, Automatic Pens of the desired width should be at hand. Bourgeois French India Ink is the best I have found. It is not so heavy as some. A pencil compass, "Eagle," is a very good, cheap one. It can be converted into a parallel ruling pencil, when desired, for ruling, with one stroke, the top and bottom lines indicating the height of letters. A good ruler, a triangle, oblique holder for script, and fine pens and straight holder for retouching. Brushes are necessary for the engrosser who attempts to do wash work, but no wash work appears on any of the work in the course.

Plate No. 1.

Practice this before attempting anything else. I have endeavored to make this plate self-explanatory. The first thing to do; lay off with ruler and compass the location of letters. The black dots on the margins indicate the compass marks. This work can be done by measurement with ruler, but I find the compass much faster, and handier for me. Next, with the ruler and parallel ruling pencil, or common pencil if you don't have a ruling pencil, rule the lines as indicated. I usually rule the third line indicating height of capital letters by guess, but beginners would better indicate all ruling with the

on this plate is merely to locate the distance and give a general outline. There is more outlining here than I usually do, but we must of necessity do more outlining at first than after we become more proficient. Most persons, however, do entirely too much outlining for these first four styles. Next take a Soenneken lettering pen, the desired width, insert it in a straight holder and go to work on the letters. Make all strokes in order according to the numbers and in the direction indicated by arrows. Be especially careful about slant. It is a good plan at first to draw a few vertical guide lines, else use ruled paper. No doubt the beginner will feel discouraged at the results, but keep at it, and take my word that honest effort will not go long unrewarded.

Wipe new pens thoroughly before using them. Hold the holder rather vertically—more so than in writing. A few drops of water in the ink makes it flow better. Don't get in too much, though, if you wish the work for engraving, as it becomes too brown. Now take fine pen and retouch the letters, finishing them as shown on the completed alphabet.

Make Strokes Firmly and Quickly

If you would have good letters. Practice will show you that the letters can be practically completed with the broad pen, leaving only very little retouching to do. In fact I seldom retouch the marking styles, in every-day work.

12345 *Marking* 67890
A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z &

A COURSE IN ORNAMENTAL WRITING.

By L. M. KELCHNER, Dixon, Ill.

This course is designed especially for teachers in ornamental writing. It will cover every detail of this fascinating style.

THE purpose of these lessons has been to present the subject of Ornamental Penmanship in as simple and attractive a manner as possible, so that any one interested who will follow the instructions given and practice intelligently, carefully, systematically, and perseveringly will in time acquire that skill and dexterity that is necessary to write an ornamental style and become a fine penman.

Artistic or Ornamental penmanship is that style of writing, which can be embellished, decorated and beautified by harmonious shades and flourishes or extra strokes of art.

In presenting these copies I have used such forms as can be made with a free, easy, graceful, elastic movement. All the copies were written with the same movements that I advocate and all were photo-engraved from the pen-written copies.

The styles of letters may not conform to any particular standard rules and present mathematically exact writing, but they will be the product, and a fair representative of my skill acquired during the twenty years of experience in the study and practice of the same, and no expense will be spared to make the lessons finished and complete.

I have no short cuts, pet theories and hobbies to recommend. The instruction will be as broad, practical and liberal as consistent to be definite and instructive.

You must do your part intelligently and faithfully or you will not secure the results expected. Let me place the same proposition before you now that I place personally before my classes, that is: Follow the instruction not only to a letter but every detail carefully looked after, no careless, indifferent haphazard practice, and then if you do not improve you can lay the blame on me, but unless you comply with the above in every detail blame no one but yourself if success does not crown your efforts.

Request. Before commencing the study and practice of these lessons, write a specimen of your ornamental pen-

manship. Select matter long enough to cover four or five lines and let it include a number of capitals and combinations as well as sentence work, etc. Sign your name and date of writing, file away and preserve the specimen for future comparison so that you can note your progress. Improvement comes so gradually from day to day, with the most of us, that the only way we can realize and appreciate to what extent we have improved is by comparison. I would advise you also to prepare and file away your best efforts from month to month on each lesson for future comparison.

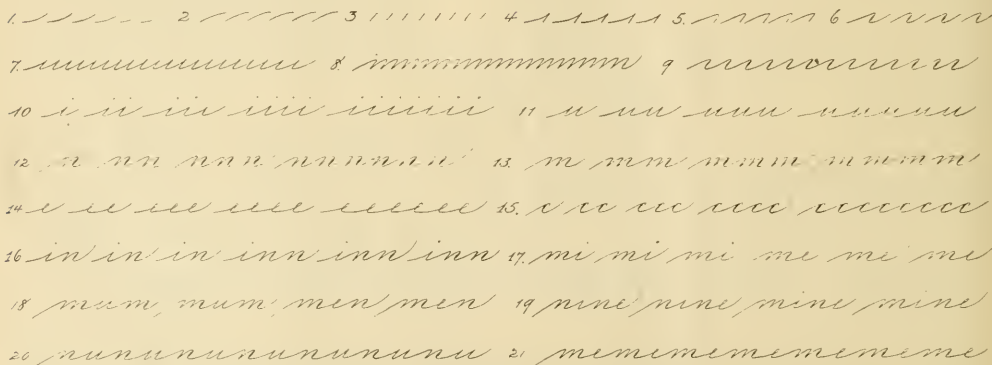
If you will do this I am confident you will be delighted with your improvement from time to time, and it will in after years, I trust, bring back pleasant memories of these lessons.

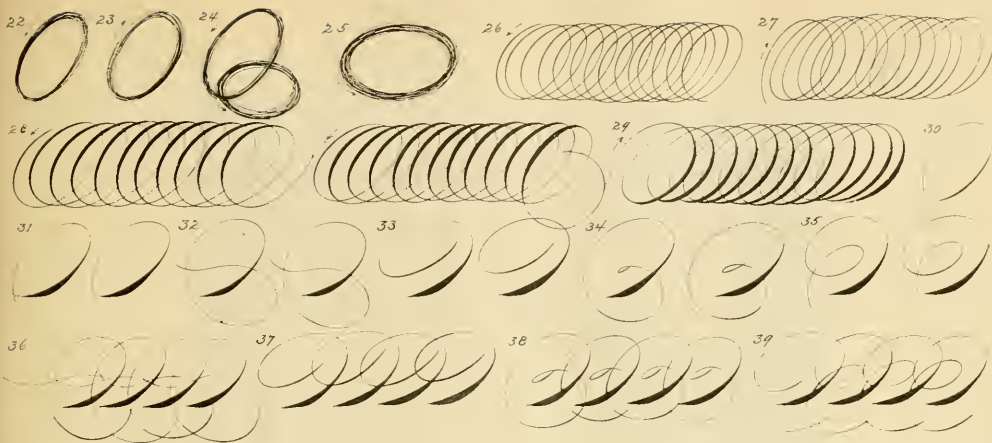
Materials. It is impossible to produce the best of results with poor or inferior tools.

The Oblique holder is about the only holder now used for shaded or ornamental writing. By using the Oblique holder you will be able to secure a smoother and finer line than with the straight. The pen will stand squarely on the point and in making a shaded stroke the points will spread alike, thus securing a line of which the edges will be smooth. Try and get one that is properly balanced and adjusted to the peculiar characteristics of your hand and position. Use Gillott's pens, No. 604 E. F., at first until you have acquired a light and delicate touch to the paper, then you can change to Gillott's No. 1, the "Principality," if you wish. I use the No. 604 almost entirely for my ornamental writing.

Ink. Use Arnold's Japan, Diluted India, Worthington's Diamond Gloss or Worthington's Artist Ink. Dilute with water so as to keep thin so it will flow freely. I have used Worthington's Diamond Gloss Ink for the last ten years and I have experienced less trouble in keeping it in good condition than any other ink I have ever used.

Paper. Good quality, hard finish, smooth surface, about





half-inch faintly ruled lines. Get paper that is ruled on both sides and the surface and quality is such that both sides can be used for your practice.

You will need a small blotter for your right hand to glide upon. Procure one that is enameled on one side and keep glazed or enameled side down. Don't use for blotting purposes, only for the hand to glide upon.

Position. Square front position. Sit well back in seat of chair, lean slightly forward, bending at the hips, avoid placing the seat of the chair too far under the table. Both feet flat on the floor. Assume as easy and natural position as possible, one that you will be able to assume a long time without tiring you.

Position of forearms. Place the right hand on the table directly in front of the body, just so the elbow does not come on the table. The left hand should be a little above the right, just enough so as to bring the left elbow on the table.

Hold the paper firmly with the fingers of the left hand. One thickness of cloth is enough for right arm and it should with the left hand.

Do not have any more clothing on the right arm than is really necessary. Cut undersleeve off at elbow, remove cuffs. One thickness of cloth is enough for right arm and it should be loose at that.

Holding the holder. Place the holder between the thumb, first and second fingers. Let the nail of the thumb come opposite the first joint of first finger and bend thumb at first joint. The first finger should rest on top of holder near the base and should be bent at second joint. The holder should touch the second finger at about the root of the nail. Bend third and fourth fingers well under the hand. Let the little finger touch anywhere from first joint to end to form what I call the gliding prop or support. The third finger will touch a little at end. Let the holder pass a little below the knuckle joint. Tip the oblique part up a trifle so as both the nibs of the pen will strike the paper squarely. Hold penholder firmly but do not grip so tight as to tire the hand.

Position for paper. Place the paper under the right forearm so that the pen will come at left margin at top of paper, so the forearm will come at center of lower edge of paper. Keep moving the paper from time to time as you write across the page, but do not raise and move elbow from body.

Movement. A good free movement is the basis of all good writing. Movement is that power which secures freedom of motion that gives strength, ease, grace, dash and speed to our writing.

Laborious and sluggish movements produce heavy, stiff, awkward, clumsy and lifeless letters. Remember this, as is the motion, so will be the form. Try and cultivate a free and elastic movement. When you get the movements under control you will have acquired that which we call skill in writing.

INSTRUCTIONS.

Copies 1, 2, 3, 4, 5, 6. Use gliding movement on the curves or up strokes. An easy gliding motion of the whole hand to the right. Go fast enough at all times to secure smooth and delicate lines. Down strokes should be made with the Up and Down movement. It is a pivot like action of the muscle of the forearm resting on the table. Do not make down strokes quite so fast as the up strokes. Hold the gliding finger in check and do not let it glide too freely on the down strokes.

Copies 7, 8. Make narrow turns. Uniform slant and spacing. Copy 9. Make the down stroke slower than the up stroke. It will appear shaded a trifle if you do so. Notice copy.

Here is a rule that you can follow in shading the small letters. Only place a shade on such letters where you have a turn at top and bottom. It should be very light just so it is noticeable. Copies 10 and 11. Slight right curve for the up strokes. Very narrow turns at base line. To get the right proportion from the "u" make the down strokes as far apart as the down stroke is in height, but make no effort to shade these letters. Gliding movement.

Copies 12, 13. Slight left curve in starting so as to form a turn at top. The down strokes should correspond in slant.

Raise the pen occasionally. Notice the shade on the last down stroke for "n" and "m." See to it that you get the swell in center of down stroke. Fine lines and uniform slant and spacing. Make the hand glide in making the connective strokes.

Do not hurry to change from one copy to another. Write at least 20 lines of each copy before you change. Guard against carelessness. See to it that your work has a neat and finished appearance.

Copy 14. Just enough of a turn at top to form a loop. Keep down stroke nearly straight. Copy 15. Raise pen on up stroke. Make a very narrow turn at top. Down stroke should be nearly straight.

Copies 16, 17, 18, 19, 20, 21. Fine hair lines. Uniform slant, spacing, etc. Raise the pen if your movement is cramped in writing these words and exercises, but take pains to place the pen carefully on the unfinished stroke as you complete the exercise.

Study, criticize, practice and compare. Follow the copy and the instruction in every particular. Do not slight your practice on small letters. In my estimation it takes a better control of the movement to write the small letters well than it does the large ornamental capitals.

Copies 22, 23, 24 and 25. Retrace oval exercises. Make them large and nice and round. Use a good free rotary movement. It is a pivot like action of the muscles of the forearm resting on the table, the propelling power or force coming from the muscles of the shoulder. Make them fast with a light elastic touch to the paper. Do not change the position of the paper in making these ovals.

Copies 26, 27, 28 and 29. Oval exercises. Make them large, full and graceful. Let the arm revolve freely on the muscles of the forearm. In shading the direct oval, try and get the swell of the shade to come a little above one-half the height of the exercise and the indirect to come a little below one-half the height. Don't shade too heavy at first but gradually increase the thickness of the shade as you secure freedom and accuracy. Don't slow up in making the shaded strokes, aim to make them if anything a little faster than the light lines. Do not use the fingers to make the shaded stroke. The force comes from the arm which produces the shade. I like to see short, dashy strokes.

Use the oval exercises as preliminary movement exercises in getting your writing muscles limbered up each day for ten minutes before you take up your work on the capitals. The rotary movement is the principal movement for capitals.

COMMERCIAL DESIGNING.

WHEREAS, It has pleased the Almighty in His providence to call from his earthly labors,

OUR FRIEND,

DR. GEORGE W. ROLERTFORT,

LATE PHYSICIAN TO THE ALMS HOUSE;

RESOLVED, THAT THE **Committee on Poor and Alms**

OF THIS CITY DESIRE TO PLACE UPON THE RECORD

OUR HIGH REGARD

TO DR. ROLERTFORT

In his death the city loses one of its most valued officials.

His ability and efficiency as a physician, his faithfulness and devotion to the duties of his office, the kindness, gentleness and courtesy which he manifested in all his relations with those whom he so skillfully treated, have caused him to be

HIGHLY ESTEEMED **BY THIS COMMITTEE,**

and by all others with whom he came in contact.

Resolved, That these resolutions be spread upon the minutes of the Common Council, and copies thereof be sent to the bereaved family, and published in the daily papers.

Witness my hand, President of Common Council, this 11th day of August, 1903.

James J. Kennedy, City Clerk.

Joseph C. Sulphren, William Remington, Dalton & Howarth, Abraham Reiser, Frank J. Beck, Henry J. Snyder, Henry Augustin, Committee.

J. H. Buchalter, Acting Mayor.

By E. C. Marlatt, for the Past Eight Years With Ames & Rollinson.

Instructions—Continued.)

Copy 30. Drop and raise the pen while the arm is in motion. The strokes should come almost together at bottom. The down strokes should not be curved quite so much as the up stroke.

Copies 31, 32, 33, 34 and 35. Use a good free movement. Don't allow the motion of the pen as you raise it from the paper in making the shaded stroke to drop below the base line, but instead let it move in an upward direction. See dotted line, Copy 31.

If you will do this and tip the oblique part of the holder up a trifle it will help you to get the shade low and you will be able to finish the shade like the copy. Quite a difficult thing for beginners at first. Don't be satisfied until you can get the swell as low as copy.

The shaded stroke should be made quick. The pen seems to fairly jump from the paper in order to make this drop shade.

Do not be discouraged if your work is not very good at first. Do your best and keep at it.

Copies 36, 37, 38 and 39. Notice how they lay over, and the changes made in starting. The same principle is involved as in making them separately. Work. Master them.

The next lesson I intend to give more copies and less instruction. However, if you master these as well as I would like to have you do them you will have to get busy.

Bonds, South
Exchange

Engravers' Script. By H. G. Healey.

THOU SHALT NOT STEAL

A SPELLING BOOK, called "Modern Business Speller" has just been put on the market. The "author," although a teacher in a religious school, has evidently not heard of the Ten Commandments, for his book was mainly copied from our popular text-book, Practical Spelling, copyrighted in 1889, 1897 and 1902. The imitation was announced to the public July 10th, 1904, in a letter mailed broadcast to commercial teachers. The publishers claim to have produced "Something New—Something Good." They say that "all errors are wholly eliminated," and that they have made a "perfect speller."

*Next o'er his book his eyes began to roll,
In pleasing memory of all he stole,—POPE.*

There are in this compilation thirty-nine headings to lessons in which words are classified according to their meaning, and thirty-one of them were taken from our book. Thirty-seven of these lessons (we have not had time to compare others) were copied almost word for word, with very slight changes, if any, in words or definitions, and the words are arranged in the same order as in our text.

Even the type (which we had made to order) has been copied.

To show what a remarkable genius the "author" of this new text-book is, we have photo-engraved two of his lessons, underlining the words that are the same, and in identically the same order as are the words in our text-book. He did take the liberty to change two words—"feet" to "legs" in the definition of "centiped," blundering by so doing, and in lesson 19 he has used the word "carat" for "carat," and says it is a "weight of four grains." He has also changed "the" in our book to "a" in his definition of "minuend."

Where the caret (not a "weight of four grains") is used in the engraving, it indicates that our definition has been condensed, but not otherwise changed. This condensing process has not been in the interest of the learner; for illustration, "giraffe" is defined as an animal with long neck and *forelegs* (a most wonderful animal indeed), he (the "author," not the animal with four legs) having carelessly, or ignorantly, omitted the word "long" in our definition, describing the kind of forelegs which this particular animal possesses. Words have also been transposed in a few of the

definitions. The *author* did treat "our best thoughts as gypsies do stolen children, disfigure them to make 'em pass for their own."

A man who will deliberately steal from the book of another publisher almost the entire copy for his book, must be short on brains or long on cussedness—or both.

That so much of the contents of our book has been stolen, might be regarded as a compliment to the merits of it, but for the other fact that the "author" evidently has not sufficient brain power to make his judgment of any value.

We do not believe that any honorable teacher will encourage such wholesale theft in bookmaking by using the stolen goods. Besides, the genuine is always understood to be superior to an imitation.

There are a few important features in our book, that this fellow failed to appropriate—he did not copy the beautiful quotations, nor give the parts of speech. In defining a word, it makes a great deal of difference whether it is used as a noun, an adjective, or a verb; for instance, this "Modern" bookmaker defines *expedient* as "advisable," ignoring the various definitions of the same word used as a noun. *Cordial* he defines as "hearty, affectionate"—forgetting that it is also something that comforts, gladdens, etc. *Peer*, he says, is "a nobleman," but *peer* also means to look narrowly, or curiously, etc.

The *name* of this monkey-parrot production was taken from the title of another spelling book, and the *plan* of having the student look up the meanings of certain words was copied from the same book, while the *review idea* was stolen from the book of another publisher.

The fact of the matter is, to quote Abraham Lincoln, "The good things are not original, and the original things (of which there are mighty few) are not good."

The principal merit claimed for this "Modern" book is cheapness. Stolen goods, offered for sale, are always cheap. The "author" says it was far from his intention to copy from our text-book in any way, which reminds us of

*"A tailor, though of upright dealing,
True but for lying, honest but for stealing."*

This matter is now in the hands of attorneys, and we expect to maintain our rights, not only against the publishers for infringement of copyright, but also against all users of their publication.

Whoso is partner with a thief hateth his own soul.—Prov. xxix. 24.

The Practical Text Book Company, 477 Euclid Avenue, Cleveland, Ohio.

In answering advertisements, please mention the PENMAN'S ART JOURNAL.

MODERN BUSINESS SPELLER	
LESSON XIX	
ARITHMETIC	
<u>a mount</u> , sum total.	<u>māx</u> 'i mām, highest degree.
<u>a rith me tic</u> , the science of numbers.	<u>mēas</u> 'iv, estimated extent or
<u>ba sis</u> , foundation; the first principle.	limit.
<u>ca ret</u> , weight of four grains.	<u>mīn</u> 'i mām, smallest quantity
<u>de nōm</u> 'i nā 'tion, title; a name.	<u>mīn</u> 'i ēnū (number from which an-
<u>dig</u> 'it, one of the ten figures.	other is to be subtracted.
<u>dī vī</u> 'sion, separating into parts.	<u>nū mēra</u> 'tion, the act of number-
<u>dōl</u> 'lar, a silver or gold coin; 100	ing.
cents.	<u>quān</u> 'ti ty, measure, amount.
<u>drām</u> , one-eighth of an ounce. Apoth-	<u>quō</u> 'tient (shēnt), the number ob-
ecary's weight.	tained from dividing one number by
<u>ēx ām</u> 'ple, a sample, pattern or copy.	another.
<u>fric</u> 'tion, a portion.	<u>recip</u> 'roal, the quotient arising from
<u>gāin</u> , profit; to acquire.	dividing unity by any quantity.
<u>grōss</u> , twelve dozen; coarse.	<u>reck</u> 'on, to compute.
<u>in sur</u> 'ance, a system of protection	<u>re mēin</u> 'der, balance; left over.
against loss of life or property.	scale, basis for a numeral system.

LESSON VI	
ANIMALS, BIRDS AND INSECTS.	
<u>al</u> 'li gā 'tur, a large reptile living in	<u>enck</u> 'ōn, a bird that derives its name
water or on land.	from its song.
<u>beet</u> 'le, an insect.	<u>drom</u> 'ēdā 'ry, a camel with one
<u>bob</u> 'o link, an American singing bird.	hump.
<u>ca nā</u> 'ry, a species of singing bird.	<u>ca gle</u> , a rapacious bird of the falcon
<u>car</u> 'eas, the dens body of an animal.	family.
<u>cat</u> 'er pil 'lar, the worm state of a	<u>el</u> 'e phant, one of the largest animals
moth or butterfly.	now in existence.
<u>chū</u> 'ti pēd, a wingless insect hav-	<u>lawn</u> , a young deer.
ing 6 feet.	<u>lar</u> 'ret, an animal of the wasp fam-
<u>chām</u> 'ōis, (shām 'mōy), a species of	ily.
antelope.	<u>flā mīn</u> 'go, a bird having long legs
<u>ehrys</u> 'a lis (kris '-), the early state of	and neck.
certain insects.	<u>gi rāffe</u> , an African quadruped with
<u>elek</u> 'rūach, a troublesome insect	long neck and forelegs.
with a long body and flat wings.	<u>glow</u> 'wōrm, an insect emitting a
<u>eo</u> 'cōn, no oblong case in which the	green light.
glitter worm lies in its chrysalis state.	<u>guāt</u> 'nāt, a small insect with lancet-
<u>erick</u> 'et, an insect with a chirping	like stings.
note.	<u>guld</u> 'fūch, a beautiful singing bird.
<u>erōe</u> 'ō dile, a large reptile.	<u>go ril</u> 'lā, a large African monkey.



STOCK CUTS

FOR SCHOOL ADVERTISING

FOR PERIODICAL, CIRCULAR, BOOKLET & CATALOGUE.
Attractive, Artistic, Space-saving, Eye-catching, Dignified, Correct, FREE
150 CAPTIONS IN SCRIPT AND LETTERING, WITH FIGURES AND EMBLEMATIC DRAWINGS.
ANY HEADINGS MADE TO ORDER AT STOCK PRICES. DRAWINGS AND CUTS FOR ALL PURPOSES. CATALOGUE

PAPER

We have three grades of writing paper made especially for us. They are the result of careful selection and experiment, and are made to meet the demands of commercial schools for penmanship classes, correspondence, and general use.

STUDIO WRITING PAPER

White, wove, ruled, unruled, 10-lb. and 12-lb. to 1000 sheets, 8 x 10½ in.

By Express from New York

	10-lb.	12-lb.
½ ream (500 sheets).....	\$0 45	\$0 55
1 ream (1000 sheets).....	80	95
5 reams, per ream.....	75	90

By Freight from Mill in Massachusetts

A case containing about 500 lbs., per ream. . . 70 85

PRACTICE PAPER \$1.30 a ream (960 sheets); \$1.20 a ream in 5 ream lots.

ARTIST PENMAN'S PAPER \$2.00 a ream (960 sheets); \$1.90 a ream in 5 ream lots and upward. Various qualities and shades. Unruled, ruled and wide ruled.

TYPEWRITER PAPERS, put up in boxes, 500 sheets to ream; 8x10½, 34 cts. a ream and upward; 8x13, 43 cts. a ream and upward. Send for free samples of papers.

EMBOSSED STATIONERY (with name of school), put up in handsome special boxes (24

sheets and 24 envelopes), in various grades and shades, sold as low as 25 cts. a box and upward.

STENOGRAPHERS' NOTE BOOKS.

No. 1. For Pencil. 2 cts. each in 1,000 lots; \$2.50 a hundred.

No. 3. For Pen. 3½ cts. each in 1,000 lots; \$4.00 a hundred.

Size, 160 pages; 4½x9 in. Larger sizes in proportion.

Send 6 cts. each (for postage) on sample books.

The Kinsley Commercial Teachers' Bureau AND SCHOOL EXCHANGE

WM. J. KINSLEY, Manager

245 BROADWAY, NEW YORK

Devotes itself to finding vacancies for teachers of commercial and shorthand branches, and to the finding of suitable teachers for the vacancies.

We occupy the largest, best located and best equipped offices of any special teachers' agency.

Teachers—A fee of four per cent. on one year's salary is charged when we secure positions; sixty days after beginning work are given in which to pay it. Send for registration blanks and further information.

We have 25 schools. from Maine to California, for sale

School Exchange—The school exchange department is maintained to negotiate the sale of school property and as an aid in forming partnerships. A commission of 5 per cent. is charged for this service. Correspondence invited with those interested.

PENMEN

GOOD, BAD OR INDIFFERENT

Keep in touch with me.
Whatever the advancement,
I have inspiration
for all. The kind not
found in the journals.

Booklet for stamp.

M. A. ALBIN, Metropolitan College,
Minneapolis, Minn.

An advertisement may be inserted in this space one time for \$2.50; six times for \$11.28; twelve times for \$25.20, payable quarterly.

Colored Cards

Until our present supply of colored cards is exhausted, we will sell them by express, charges not prepaid, for \$1.15 a thousand. We can supply an excellent quality of white card for the same price. This card is just the thing for practicing.

PENMAN'S ART JOURNAL,

203 Broadway.

In answering advertisements, please mention the PENMAN'S ART JOURNAL.

NEW SCHOOL BUILDING.

Work on the new Brooklyn Commercial High School is progressing rapidly. The excavations are about finished, and work on the walls has been begun. Ground was broken early last May, and if the present rate of progress is continued the contractors will be able to make good their word that the building will be ready for occupancy a year from next September.

The building will be the largest and best equipped commercial high school in America. It will contain fifty-eight class-rooms, an auditorium with a seating capacity of fifteen hundred, a gymnasium one hundred and forty-four feet long by fifty-nine feet wide, two biological laboratories, two physical laboratories with an adjoining lecture-room, two chemical laboratories with an adjoining lecture-room, a museum for commercial products, two typewriting rooms and a business practice room, with wholesale and banking offices. Messrs. Harman, Kip, Scarborough, Keeler, Bickmore and Goldsmith are all engaged in this school.

Through this toilsome world, alas!

Once, and only once, I pass.

If a kindness I may show,

If a good deed I may do

To any suffering fellow-man,

Let me do it while I can;

Nor delay it, for 'tis plain

I shall not pass this way again."

"Every one who sincerely wishes to

get on in the world should keep in mind

this advice of Edward Everett Hale:

"Every day converse with a superior."

All those who pass through the door of success will find it labeled "push."—

Aphorism.



TO COMMERCIAL SCHOOL

PROPRIETORS:

Drop us a card, and receive by return mail our Illustrated Catalogues of Cuts for all purposes; Diplomas, Certificates, School Money, etc. You should have them on file for future reference.

Ames & Rollinson Co., 203 Broadway, New York

AN OPPORTUNITY for a young penman to work while securing a business education and preparing for a commercial teacher. Address, RICHMOND BUSINESS COLLEGE COMPANY, RICHMOND, IND.

Byrne Simplified Shorthand

The most simple, legible and practical system ever published. Learned in half the time of other systems and written at a higher rate of speed. Taught in many colleges and used by leading reporters.

Byrne Practical Dictation

Contains a graded course of practical dictation, and should be in the hands of every shorthand student.

Byrne Publishing Company
527 S. Bonner Ave., Tyler, Texas

OBLIQUE PEN HOLDER.

To get the best results in writing depends a great deal on the holder. If not made and adjusted right, ill effects; if made and adjusted properly, best results. Send for an oblique holder which will give perfect satisfaction. They are adjusted by an expert. Madaras uses one in his daily work.

Price, each, seven 2-cent stamps.
Two for 25 cents.
Address THE PENMAN'S ART JOURNAL,
203 Broadway, New York.

DIXON'S AMERICAN GRAPHITE STENOGRAPHER PENCIL . . .

It is round-shaped and cedar finished and stamped in pure gold in the center, so that both ends are available for use if necessary. The leads have been carefully selected by expert and professional shorthand writers and are peculiarly adapted for phonographic writing. This pencil comes in three grades, S, SM and M, and samples will be sent to those that mention this publication and enclose 16 cents in stamps.

JOSEPH DIXON CRUCIBLE COMPANY,
Jersey City, N. J.



IS MY SPECIALTY.

I will write your name on 1 doz. cards for 15c. A pack of samples and terms to agents for a red stamp.

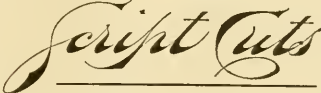
AGENTS WANTED.

100 blank cards, 16 colors, 15c., postpaid.
1000 blank cards, by express, \$1.00.
1 bottle glossy black ink for 15c.
1 bottle white ink for 15c.
1 oblique penholder, 10c.
W. A. BODE,
48 27th St., S. S., Pittsburg, Pa.

"HOW TO BECOME A GOOD PENMAN"

This little book tells all about how to learn Business Writing, Artistic Writing, Card Writing, Flourishing, Lettering, and Engrossing at home. Write if you are really interested and it will be sent free. Address,

F. W. TAMBLYN,
1114 Grand Ave., KANSAS CITY, MO.



command instant attention, and are the best illustrations for the space they occupy that a commercial school can use in newspaper or circular advertising, and when artistic, they are not out of place in a catalog. We have good ones. Tell us what you want, and we'll fill the bill.

PENMAN'S ART JOURNAL

203 Broadway, N. Y.



MILLS' CORRESPONDENCE SCHOOL OF PENMANSHIP.

is an exclusive school of penmanship. If you feel the need of improving your writing you should send stamp at once for full information concerning our school. Address

E. C. MILLS, 195 Grand Ave., Rochester, N. Y.

WANT ADS.

Classified Advertisements will be run under the above head for 5c. a word, payable in advance. Where the advertiser uses a non de plume, answers will be promptly forwarded.

OWNERS OF BUSINESS COLLEGES

who require commercial teachers, penmen, or shorthand teachers (Isaac Pitman), should communicate with W. J. Elliott, principal of the Elliott Business College, Toronto, Ontario. We make a specialty of preparing students, who have formerly been public school teachers, for teaching in business colleges. State salary.

TOUCH TYPEWRITING—100-page book of progressive lessons, cloth bound, 30c. NOW. No sliding back to "sight" method with this. Reg. price, \$1. Or send 12c. for 80 pp. book on phrasing (Graham). Highly recommended. Address, FIRESIDE ACCOUNTING PUB. CO., Battle Creek, Mich.

YOUNG MAN—With fair business ability, willing to work to prepare for good Gov't Position. Entrance salary \$800. Gradual Promotion. Permanent. Box 1, Cedar Rapids, Ia.

WANTED—A well-educated teacher of penmanship who can assist in the commercial department. Address Bryant & Stratton College, St. Louis, Mo.

Peterson's Teachers' Bureau

Scottsdale, Pa.

Teachers for all departments furnished Business Colleges. We furnish good schools with good teachers. Many already enrolled. No charges to enroll.

Correspondence Invited

The Pratt Teachers' Agency

70 Fifth Avenue, New York

Recommends college and normal graduates, specialists, and other teachers to colleges, schools and families. The Agency receives many calls from all parts of the country for commercial teachers from public and private schools and business colleges.

WM. O. PRATT, Manager.

IN EMERGENCY

Get the prompt, efficient service of

THE

National Commercial Teachers' Agency

A Specialty by a Specialist

E. E. GAYLORD, MANAGER

11 BAKER AVE., BEVERLY, MASS.

Blank Cards and Paper

SAMPLES AND PRICES FREE

Student's Practice Paper, 1000 Sheets, . \$1.25

Tamblin's Glossy Black Ink Powder,35

for one pint

Tamblin's White Ink Powder, for25

a bottle

1 doz. Cards, your name elegantly

written in a variety of styles, .25

Stamps Accepted

F. W. TAMBLYN

KANSAS CITY, MO.

SOON TO BE PUBLISHED

THORNS AND FLOWERS

By C. C. CANAN

A beautiful book of poems. This book will be printed on the very finest of paper, bound in heavy white cover with embossed bronze title, and contain thirty-three selected gems of original poetry. These poems are especially fine and will be sure to please. Money will be refunded to any dissatisfied purchaser. Price only 25c. C. C. Canan, 251 Congress St., Bradford, Pa.

We can place a hundred teachers within the next 30 days—that is, teachers of shorthand and commercial branches who are properly qualified to render faithful and efficient service. This applies to earnest young teachers just starting out as well as to those of maturer experience.

The schools that have relied on us for a quarter of a century require people who can DO. We expect a fair compensation—nothing more—from those we place in satisfactory positions. No use for the "free lunch" crowd! As for our standing, ask any reliable commercial teacher or school proprietor anywhere.

UNION TEACHERS' BUREAU, 203 BROADWAY, NEW YORK

Known for 25 years as The Penman's Art Journal Bureau



is the name of that superb quality of stick ink—the kind that is **Pitchy Black** on shades and produces those wonderful hair lines, soft and mellow. It is made in Korea, a country above China, and as far superior to Chinese or India Ink for ornate writing purposes as a Gillott No. 1 pen is to a Falcon. \$3 a large stick. Safe delivery by registered mail.

L. MADARAS, 1281 Third Ave., New York.

In answering advertisements, please mention the PENMAN'S ART JOURNAL.

The Self-Help Club

Conducted by GEORGE S. MURRAY



My Dear Readers:

BEFORE we settle down to the regular work of the year, let us have a little informal chat and bring before our minds the significance of the above heading.

The first word is self, the ego, the I. No system of philosophy, religion or practical life is complete with that one word self left out. Self has a high place, but its place must be properly understood. This truth made one distinguished writer say, "The noblest work of God is man." This thought makes some men conceited, but to the sensible man it gives confidence, and everyone must have confidence in himself. Unless a man is conscious of self, of the possibilities that God has given him, he will not be able to progress, to help himself.

Our second word is help. This may be selfish or it may be unselfish. One should help himself that he may develop his higher nature; that he may better fulfill his mission in the world, not to minister merely to his pleasure.

To get the most from the help of others, one must thoroughly realize the right purpose of help, which is to enable one to help himself. Help is only valuable when it stirs up the dormant powers of a person, and leads him in the right direction. One should not regard himself, then, as a mere receptacle to be filled with good things by another, who is charitably inclined, but rather a marvelous piece of mechanism to be set in motion, and run from a motive power within. To proceed upon the theory that one can get through life without hard, serious work is trying to get something for nothing, a gambling principle. Therefore, my object in this department will be to suggest, to direct, to encourage and to inspire; not to fill others' minds, assuming it to be possible, so that it may be drawn out on tap, as some would desire. And that is the only true way one may help another. He may be aided to help himself, and in no other way.

Here is a tree loaded with delicious fruit, but too high to be reached. A hungry man stands beneath its loaded branches, longing to taste the golden fruit. I cannot carry him up the tree, but I can give him a boost that will enable him to reach the first limb. Then he must stretch out his arms and pull himself up. Without this effort on his part, mine is vain. The object of any true educator, or right-minded parent, is to stir up self-activity. Unless this is done, atrophy and death are the inevitable result. Some parents think they can best help their sons by leaving them a fortune. Not so, for a man stands for what he does and not for what another does for him. So much for self and help.

Now for the last part of our name. This is a day of co-operation, of men working together, socially, commercially and in every way. That is what club means. We stand

together and the consciousness that one is not working alone; that there are others in sympathy with him; that there are many traveling the same road, meeting the same difficulties, gives him heart. This fact is what I would emphasize in taking up this department. I am ready to assist you to help yourselves, to counsel with you, to be your friend. And I invite personal inquiries from all self-helping club members. Please feel free to make inquiries about helpful books, etc.

There are many ways in which we can work together for a common purpose. We have valuable self-help books to which we can refer you; and we want to organize, wherever the JOURNAL is read, self-help clubs. To every member of these clubs we shall present a beautifully engraved certificate of membership, signed by the Editor of THE JOURNAL and myself.

We expect a grand rally around our colors; that the heights of difficulties and perplexities will be passed, and that the citadel of comradeship, co-operation, self-respect and self-power shall be captured. Are you with us?

Let this be our motto:

BE STRONG!

Be strong!

We are not here to play, to dream, to drift.

We have hard work to do, and loads to lift.

Shun not the struggle; face it. 'Tis God's gift

Be strong!

Say not the days are evil.—Who's to blame?

And fold the hands and acquiesce—O shame!

Stand up, speak out, and bravely, in God's name.

Be strong!

It matters not how deep entrenched the wrong,

How hard the battle goes, the day, how long,

Faint not, fight on! To-morrow comes the song.

Yours for the best in life,

GEORGE S. MURRAY.

INVITATIONS RECEIVED.

You are cordially invited to be present at the Thirtieth Annual Graduating Exercises of the Parsons (Kan.) Business College in the Assembly Room, Friday evening, July 22, 1904.

You are cordially invited to attend the Graduating Exercises of the Western Normal School, Shenandoah, Ia., July 21-28, 1904.

You are invited to attend the Graduating Exercises of the Rasmussen Practical Business School, St. Paul, Minn., July 29, 1904.

Results Count

The Best Results Obtained by the Best Books

Kimball's Modern Business Speller

Have you examined it? Practical, up to date, and bound to be the leader. Issued in July and already in use in some of the largest schools.

Spencer's Commercial Law

The standard. A legal text in everything the word implies. The best book for the best schools.

Nelson's Commercial Arithmetic

Developed from years of experience in the class room. A book with all useless matter cut out.

Taylor's Natural Method of Shorthand

The best exposition of the Graham-Pitmanic idea. Used through several editions with signal success.

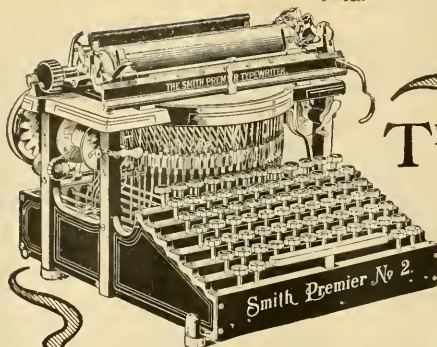
Gilbert's Modern Business Bookkeeping

The best text book published on the theory of bookkeeping.

Sample copies of any of the above sent postpaid to teachers on receipt of fifty cents in stamps.—“Modern Business Speller,” fifteen cents.

YOUR FALL ORDERS SOLICITED

The Bobbs-Merrill Co., Indianapolis, U.S.A., Publishers



THERE are several good type-writing machines, some are better than others, but

The
Smith Premier

is

The World's Best Typewriter

Our little book explains it

"Premier Brand" Supplies

Particularly adapted for use on the Smith Premier machine. High-grade ribbons, carbons and typewriter paper. A full stock of typewriter desks and chairs. Our new, hard-finish carbon does not smut.

By our coupon plan, ribbons may be purchased singly at the rate of \$7 per dozen.

Ask for Supply and Furniture Catalogue

The Smith Premier Typewriter Company

Executive Offices, 287 Broadway, New York

Factory at Syracuse, N. Y.

Branches in all large cities

A Bargain in Blank Cards

I have purchased stock for several hundred thousand and white cards at the salvage sale of the Poundsford Stationery Co., the result of their recent \$70,000 fire. Here is a chance to get some of the finest cards obtainable at the following low prices:

100....\$0.15	1,000....\$0.60	10,000....at \$0.70
500....\$0.50	5,000....at \$0.20	20,000....at \$0.60

SAMPLES FREE

Beautiful written cards, white.....15 cts. per doz.
Colored.....20 cts.
Sheepskin hand painted card cases 50 cts. each
Burnt leather hand colored " 35 cts. "
" " plain design " 25 cts. "

Free I will give a beautiful card case to any one who will send me an order for 3 dozen cards, colored or white.

A. J. Stevenson

Home City, O. 21 Lafayette St.

Best for the Wizard Imp

F. B. Courtney has no superior as an all-round penman; his card writing is particularly dainty and beautiful. This is what he says about our blank cards:

"Your assortment of cards is excellent. The colored ones especially are unique and catchy. The quality adds tone to the writing. You deserve a large sale, and I believe you will have it when writers generally know that they can secure the best in the market from you."

English Bristol, 13 colors, 90c. per 1,000
Norway Wedding Bristol, white, \$1.15 per 1,000. Sample 100, assorted, by mail, 25c.

F. S. HEATH

50 Dunklee St., Concord, N. H.

Best for You

SOMETHING NEW

ISAACS' NEW PLATINUM TIP PENS

Every pen tipped with Platinum, therefore will not get scratchy and will last longer. Don't let dealers tell you that they can sell you a better pen. They may ask you more money, but they cannot give you a better pen, as this pen has always sold for \$1.25 and \$1.50 per gross. We have cut them to \$1.00 per gross. Large discounts when you order twelve gross or more. Cheaper than lower price pens. All the best banks and county offices in the U. S. are using them. *Samples free for the asking.* Our full line of 26 numbers, 15c.



No. 3—Well Known Falcon

No. 12—Ladies' Falcon

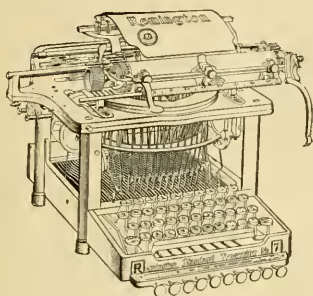
No. 15—Falcon Stub, Very Smooth

SAM'L ISAACS & CO., 226 N. 8th Street, PHILADELPHIA, PA.

WANTED—Teachers to act as EXCLUSIVE AGENTS—We have agents who are making from \$15.00 to \$75.00 a month.

THIS SPACE MAY BE BOUGHT one time for \$10.00; six times for \$45.00; twelve times for \$90.00, payable monthly.

The New Remington Billing Typewriter



writes neat, compact, legible bills with twice the speed of the pen, and is readily adaptable to all billing systems.

This youngest member of the Remington family is rapidly winning a supremacy in the business world as absolute in its field as the one already held by the Remington Typewriter as a correspondence machine.

Progressive Business Schools Everywhere

recognizing the rapidly growing demand for expert operators on the NEW REMINGTON BILLING TYPEWRITER, are making a special feature of the instruction of operators in its use.

Every business school should have some of these machines in its equipment. The same machines could, if necessary, be used for instruction in ordinary typewriting.

Remington Typewriter Company

327 Broadway, New York

Branch Houses Everywhere

Pens. Pens. Pens.

WE MAKE THEM IN ALL STYLES,

Vertical,

Slant,

Modified Slant,

And a great variety for business purposes.

Everything that can be needed by the most particular writers.

ASK YOUR STATIONER FOR THEM.

Esterbrook Steel Pen Mfg. Co.,

Works, Camden, N. J.

26 John St., N. Y.

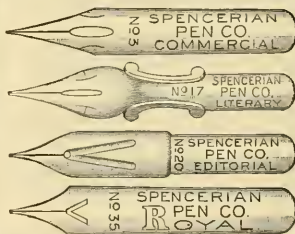


No Stick, No Scratch, No Spurt
15 assorted samples and Penholder,
postpaid, 10 Cents.

C. HOWARD HUNT PEN CO.
CAMDEN, N. J., and 82 Duane St., N. Y.

SPENCERIAN STEEL PENS

The Standard of
Excellence for
over forty years



Select a pen for your writing from
a sample card of special numbers for cor-
respondence. 12 pens for 10c., postpaid.

SPENCERIAN PEN CO.

349 Broadway,

NEW YORK CITY

We have **Placed Teachers** in almost **Every State and Territory**
during the **past few months** and still have **Plenty of Positions** for

FIRST CLASS COMMERCIAL TEACHERS

Free registration if you mention this paper.

Continental Teachers Agency,

BOWLING GREEN, KY.



**E. C. Mills, Script Spe-
cialist and Engraver,
195 Grand Ave.,
Rochester, N. Y.**

Script illustrations are educa-
tional for works on Bookkeep-
ing, Business Practice, Corre-
spondence, Copy Slips, etc. I
make a specialty of furnish-
ing the best script plates for
these purposes.

The Right Idea in Commercial Texts

The real purpose of any commercial text is to provide a practical working guide for the student, and incidentally to supply a fund of material and information, which will in connection with the teacher's advice and criticism prepare the student for business employment.

The Sadler-Rowe Publications are as nearly self-teaching as any books can be, but the best results can be secured only with the help of a well-trained intelligent teacher.

Every time you find a teacher who is brainy, has had practical experience, and knows what the real work of an office is, you will find the Sadler-Rowe commercial texts in high favor with him, and in use in his school room. We feel a reasonable pride in the fact that the very largest, best and most conservative schools of the country are using our texts—schools that have a reputation.

We respectfully solicit the inspection of our books by all who are not familiar with them.

We now occupy the entire building No. 720 Pennsylvania Ave. consisting of three large floors and basement for our offices and shipping room. Large stocks of all our publications are in the hands of our depositories, and fall shipments are going forward to our many customers who deal direct with us. All orders will be filled promptly.

Advertising Booklets, Circulars, etc.

THOSE DESIRING ANYTHING IN THIS LINE
WILL PLEASE COMMUNICATE WITH US

SADLER=ROWE COMPANY, Baltimore, Md.

PENMAN'S ART JOVRNAL



D. H. FARLEY

VOL. 20

NEWS EDITION.

NO. 3

NOVEMBER, 1904

203 Broadway, New York

10c. A COPY

\$1.00 A YEAR

Entered at New York Post Office as second-class matter

Devoted
to
Edu-
cation
Business
and
Art

A
Magazine
for the
School
Office
and
Studio



THE BLISS SYSTEM

OF ACTUAL BUSINESS
FROM THE START



IS THE GREAT
OFFICE PRACTICE SYSTEM

PUBLISHED BY F.H. BLISS, SAGINAW, MICH.

SECOND EDITION REVISED AND ENLARGED

Officially Adopted by the N. Y. Board of Education

A PRACTICAL COURSE IN TOUCH TYPEWRITING

A Scientific Method of Mastering the Keyboard
by the Sense of Touch - - By **CHARLES E. SMITH**

THE design of this work is to teach touch typewriting in such a way that the student *will* operate by touch—will have an absolute command of every key on the keyboard, and be able to strike any key more readily without looking than would be the case with the aid of sight.

Special Features

Budget Practice

The exercises are arranged in the form of budgets which show the exact amount of work to be done by the student.

Each budget marks a definite stage in the student's progress towards a complete mastery of the keyboard.

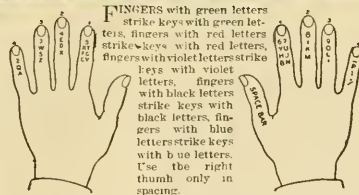
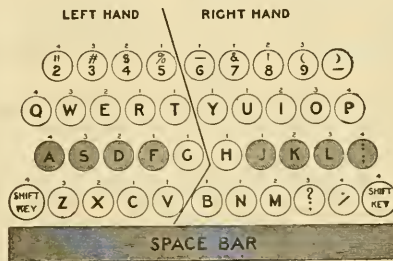
Colored Chart and Diagrams

A specially designed chart printed on heavily calendered cardboard with diagrams of the hands and keyboard accompanies each book. The chart is printed in five colors, and enables the student to understand the fingerings at a glance.

Fac-simile Typewriter Exercises

A feature that will be thoroughly appreciated is the *bold, clear typewriter type* specially cast for this work, from which the fac-simile typewriter exercises are printed.

FOR SINGLE KEYBOARD MACHINE



Special Features

Guide Keys

The student begins work on the second row of keys, using the letters A S D F as guide keys for the left hand, and J K L as guide keys for the right hand. The location of all the other keys is taught in relation to the guide keys.

Even Touch

The word exercises require the use of the fingers of both hands, thus securing an even touch from the beginning.

Repetition Practice

All the words in common use are introduced in the form of letters for repetition practice. These letters are carefully graded, and each one contains all the letters of the alphabet, and in some cases the entire alphabet is repeated several times.

The final proof of this work was read by F. Horace Teall, proofreader of the "Century Dictionary."

Price, 50 Cents

Cloth, 75 Cents


Sample copy to Teachers on receipt of 37 or 54 cents

Published for Single and Double Keyboards

ISAAC PITMAN & SONS, Publishers

31 Union Square West.

NEW YORK

 Publishers of "Isaac Pitman's Shorthand Instructor," \$1.50. Exclusively adopted by the Day and Evening High Schools of Greater New York

Court Reporters

WHO WRITE "GRAHAM" OUTNUMBER

THOSE OF ANY TWO OTHER SYSTEMS

Here is what a large number of them say:

The undersigned, having had many years' experience as verbatim shorthand reporters, certify that, in our opinion, the system of shorthand best adapted either for amanuensis work or for reporting verbatim the most rapid utterance is GRAHAM'S STANDARD PHONOGRAPHY.

We also certify that, in our opinion, GRAHAM'S HANDBOOK OF STANDARD PHONOGRAPHY presents the principles of that system more clearly and comprehensively than any other book.

Signed by

Fred Irland, Official Reporter of Debates, House of Rep., U. S.
Allister Cochrane
Geo. N. Hillman, Official Court Reporter, St. Paul, Minn.
Robert S. Taylor, Official Court Reporter, St. Paul, Minn.
W. M. Higgins, Official Court Reporter, Minneapolis, Minn.
S. D. Hillman, Official Court Reporter, Minneapolis, Minn.
Morris E. Jones, Official Court Reporter, Kansas City, Mo.
Clarence F. Walker, Official Court Reporter, Louisville, Ky.
Edwin M. Williams, Official Court Reporter, Louisville, Ky.
Chas. A. Graham, Official Court Reporter, Louisville, Ky.
Brainerd C. Brown, Official Court Reporter, San Francisco, Cal.

AND 136 OTHERS

When taught, or studied without a teacher, from the text-books of its author, "GRAHAM" is as easy to learn as any other system. These books are published only by

Andrew J. Graham & Co.

1135 BROADWAY, NEW YORK.

THE PRACTICAL BOOKS

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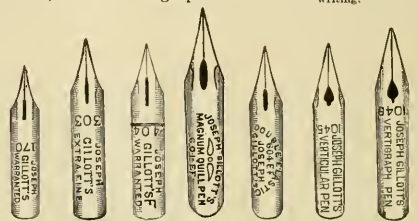
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THE PENMAN'S ART JOURNAL

TWENTY-NINTH YEAR.

NOVEMBER, 1904

D. T. AMES, FOUNDER AND CONTRIBUTOR.



True art is but the anti-
type of nature—the embodi-
ment of discovered beauty
in utility ——— Garfield

D. H. FARLEY '64

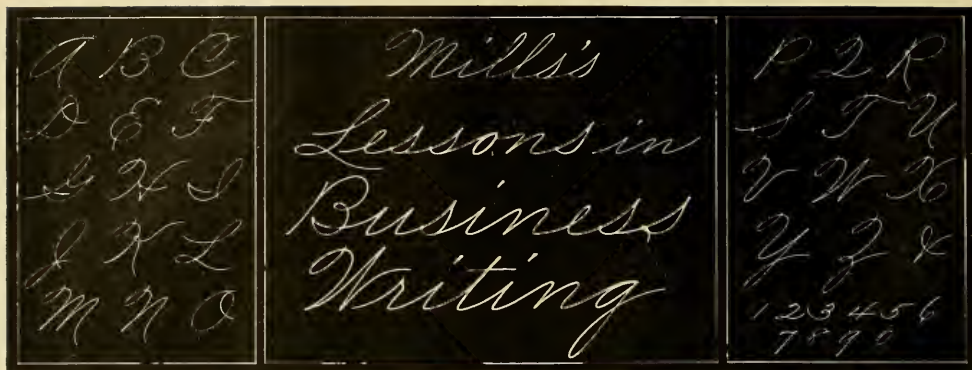
WHILE you are making preparations for a joyful time Holiday Week, don't forget the convention in Chicago, December 27, 28 and 29. Our Chicago friends are making preparations to see that a pleasant and profitable time is had by everyone, and the committees on arrangements have the matters coming under their jurisdiction well under way. These annual meetings are a source of great satisfaction to those who attend them regularly, and it is to be hoped that commercial and shorthand teachers will be out in full force to make the occasion a memorable one. There is nothing so conducive to brotherhood among the members of our profession as an occasional meeting of this kind, where all may become better acquainted, and where views may be exchanged on all questions of interest. As usual, THE PENMAN'S ART JOURNAL will arrange for a party from the East. Owing to the accessibility of Chicago, the North Atlantic States should be fully represented, and arrangements are being made to secure the best possible facilities in the way of transportation at a minimum cost. After the mental feast prepared for you by our friends who have the program in charge, you will be better prepared to enjoy the physical pleasure that will be yours when you sit down to partake of the New Year's dinner.

In the dictionary of the school man there will be found

a close relation between the words "November" and "hard-work." September is a busy month, for it is then the pupils come in thick and fast. October offers no relaxation, for during that month the organization of the school must be perfected, and November, with its bracing weather, develops in every pupil a hunger for knowledge, while the teacher is fired with a determination to do more and better work than ever before. It is in November that the student is capable of his best work for he still has the surplus of energy he has accumulated during his vacation to draw upon, and by his efforts, supplemented by those of the teacher, the work has been brought to such a state of methodical perfection as is conducive to the performance of the greatest amount of work in the shortest possible time. There is no reason why many large clubs should not be sent in during this month. In many schools, particularly in the West, there is a large influx of pupils at this time, and it will be easy to interest them in THE JOURNAL.

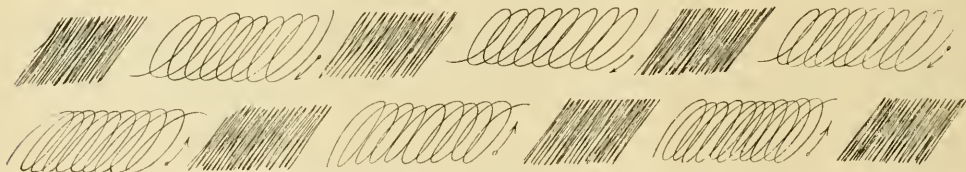
A FARLEY NUMBER.

We publish this month a number of specimens of the work of D. H. Farley, the well-known penman, author and teacher, of Trenton, N. J. Mr. Farley is the author of a celebrated series of copy books and has been prominent in penmanship circles for many years.

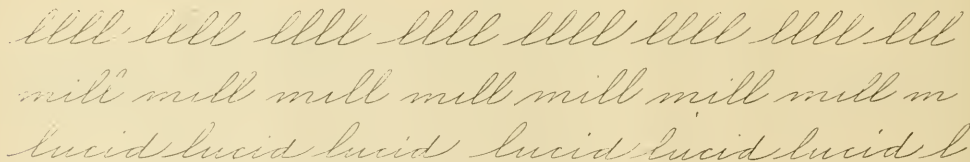


It will be with much regret that our readers learn that Mr. Mills is unable to supply the lessons in business writing this month because of a serious attack of typhoid fever. This regret will be not so much on account of the failure of his lessons to appear as because of the interest they feel in the man himself and sincere sympathy for him. We are sure it is the hope of everyone who has been following his course in *THE JOURNAL* that Mr. Mills will soon be on his feet again. He is a very hard working man, and the only wonder

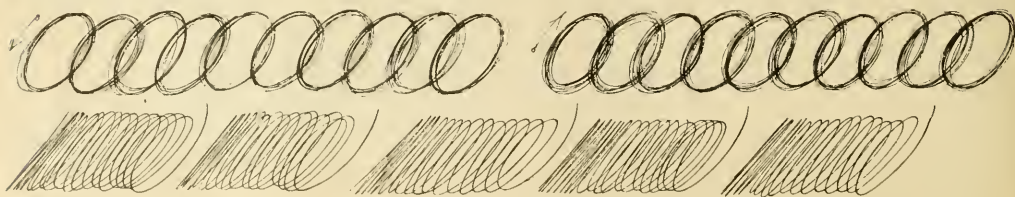
is that he has not broken down before. He has been giving lessons in *THE JOURNAL* for ten years, and he has never before failed us. We are very fortunate in being able to secure the services of Mr. Lister in the preparation of *THE JOURNAL*'s lessons for this month, and we know our readers will all appreciate the fact that he has, on such short notice, prepared so valuable a lesson. Upon his recovery. Mr. Mills will continue the course.



Practice the above movement drills repeatedly before attempting to do anything with the loop letters. The straight line exercise is especially valuable. At least two hundred down strokes per minute should be made. Alternate your work.



As movement drills, both for freedom and precision, the loop letters cannot be excelled. They combine both the straight-line exercise and the extension movement. They should be made rapidly and without a stop at the base line, especially in business writing. Strive to make them of equal height and width. Make not fewer than four in a group, and eight groups to the line. Make four pages of the first line of this exercise. In writing the word "mill," watch the spacing carefully, that the letters are equidistant apart. Make seven words to the line. Dot the "i's." Four pages of this word should be written before taking up another word. In the third line we have the small "l" used initially. Be careful that the letter is not preceded by too long a sweep. Watch the letter "c," and especially the final "d."



hhh hhh hhh hhh hhh hhh h
much much much much much much m
the the the the the the the the ch

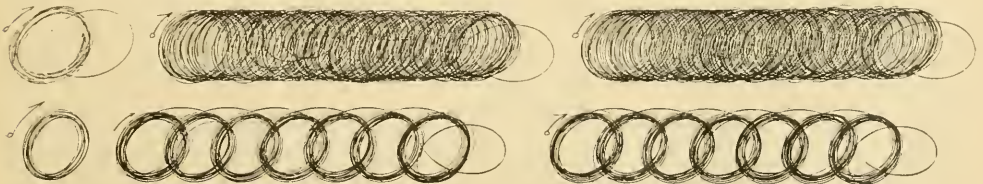
The down stroke of the letter "h" is straight. The top is like the "l." In practicing the letter at first it may be best for the learner to make the letters separately. Write about thirty to the line. But it will not pay to practice in this way after the shape of the letter is learned. Small letters must be practiced in connection with others, as one of the important features of every small letter is the connecting line. The reason there are so many poor writers is because of the fact that a just estimate of the value of proper union and spacing has not been made. One hundred lines of the small "h," in groups of at least three, should be made. Turn the sheet upside down, and notice how much the letter resembles the "y." In the word "much," the small "h" is used finally. Let the finishing stroke be of such a nature that it might be considered the final stroke of the small "u." In the last line we have probably the most frequently recurring word in the English language—"the." Of this word at least ten pages should be written during the month. Write not fewer than nine words to the line; cross the "t" exactly as it should be, and see that the letters are equidistant apart.

k kkk kkk kkk kkk kkk k
kind kind kind kind kind kind kind k
strike strike strike strike strike strik

The first stroke of the "k" resembles that of the "h." The loop is the same as the "l." The first stroke of the second part starts out like the "h," but it turns quickly, coming back and finishing like the last part of the small "u." Here we have a letter that it is very necessary to master, although it does not occur so frequently as many others. The chief caution to be made in regard to this letter is to keep the two parts compact. Do not let the second part reach out too far to the right. In the word "kind" we have the "k" used initially. Strive to keep the letters the same distance apart. This is a matter that must be borne in mind constantly. Not fewer than six or seven of the word "kind" should be written to the line. In the word "strike," the "k" is used medially, and six words to the line will be about the right number. This is an easy word to write. Watch the small "s," and see that the first stroke is not too long. No fewer than two hundred lines should be written of each one of the foregoing.

bbb bbb bbb bbb bbb bbbb bbb
bum bum bum bum bum bum bum
bubble bubble bubble bubble bubble bu

The "b" and the "l" are closely related, just as the "k" and the "h" are. The second part of the "b" comes up very close to the first, so the bottom is about the same width as the top. The fact that it is much shorter than the top creates the impression that it is wider. This letter can be written much more rapidly than the "k," and it is well to join it in groups of not fewer than three. In the second line we have the letter used initially in a very easy word, making seven to the line. In the last line of this plate we have a word containing three small "b's." After writing it once, stop to compare your letters, and see that they are of equal width, height and slant, then write no fewer than one hundred lines, with five words to the line.



Too much time cannot be devoted to the above movement drills all throughout the entire penmanship course.

church church church church church church
 chance chance chance chance chance chance
 delight delight delight delight delight delight

In the first line of this plate the "h" is used medially and finally. Strive to make the letters alike, and do not fail to stop frequently to examine your work. The word "church" is a difficult one, and should be made many times, not only for the drill on the "h," but for the other letters as well. Attention should be called at this time to the small "c." Be careful that the back of the first stroke does not curve too much. If you will look at your own work you will see that the letter is almost a circle. While it is not perfectly straight, it is so nearly straight that it would create that impression in the mind of the casual observer. In the words "chance" and "delight" we have two excellent words for practice. The word "delight" is a very easy one to write, especially when permission is given to lift the pen in writing the "g," also using this style of final "t." As soon as you can write the word well in this way, it would be better to make the "g" with a loop, and cross the "t."

gay gay gay gay gay gay gay gay gay
 good good good good good good good good good
 guiding guiding guiding guiding guiding guiding

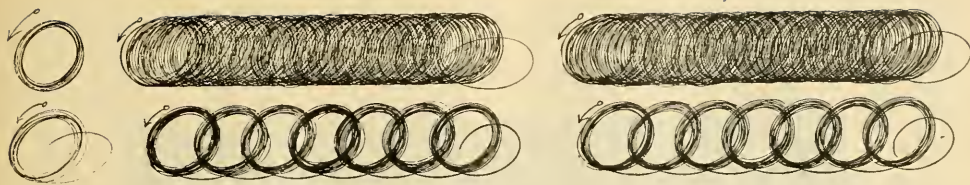
Perhaps the most difficult letter with the loop below the line is the small "g." If, in making this, you will have in mind the figure "9" with a loop, you will not have so much trouble. Furthermore, it is not so hard to write before the letters "a" and "o" as when it precedes a small "u." In the words given in this plate much pains must be taken or the word will not look right. Of the word "gay," do not make fewer than nine to the line, and eight of the word "good." Of the word "guiding," five can easily be made. Notice carefully how the "g" finishes at the end of the word, the last stroke coming up and crossing on the base line.

you you you you you you you you you
 youth youth youth youth youth youth youth
 journey journey journey journey journey

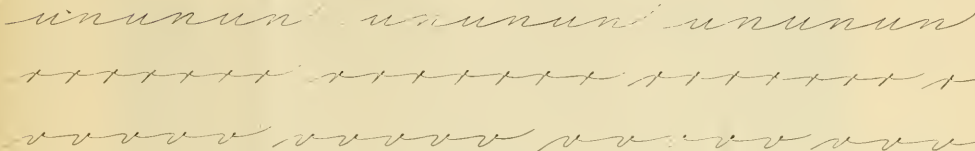
It has been thought a good plan to incorporate into the lessons this month some simple words, using letters with the loops below the line. The first letter is "y," and you will notice that when inverted it resembles the small "h." The word "you" is a frequently recurring one in correspondence, and quite easy to write. It is difficult, however, to make the loops all of the same width and length. Make about nine words to the line, and not fewer than two hundred lines should be written during the month. A word somewhat longer and a little more difficult is given next. In this the "y" is used initially, in order to create a lasting impression of its shape. Be careful that the pen is not lifted from the beginning of the word to the end. Finish the word right. Do not slight the last part of the "h." In the word "journey" the small "j" is given. This letter is not so difficult as the "y." You will notice it is like the last part of the "y." Do not forget about uniformity in slant and spacing.

drill drill drill drill drill drill drill drill
 calling calling calling calling calling calling calling
 curriculum curriculum curriculum curriculum

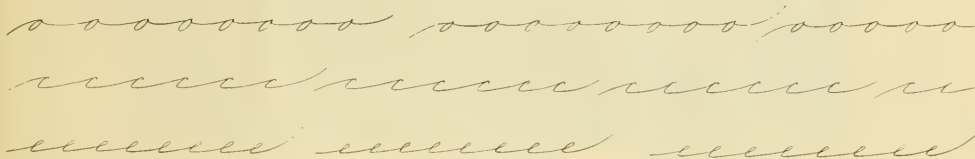
It is well to remember that unless the greatest care be taken with every word, little or no improvement will be made. If there is any one thing that is more essential than another in learning to write rapidly and well it is the attitude of painstaking. In the word "drill," see that all down strokes are the same distance apart, and, of course, on the same slant. Write eight words to the line, and four full pages of at least twenty lines to the page. In the word "calling," the small "l" is used medially. The greatest watchfulness is necessary to make this long word look right. The final "g" may be made like a figure nine. No fewer than six words to the line, and at least one hundred lines would make a fair lesson. The next word, "curriculum," may be a little too difficult for students in the third month of school; but it may do no harm to try a word that will tax the utmost power of the best movement writers in the class.



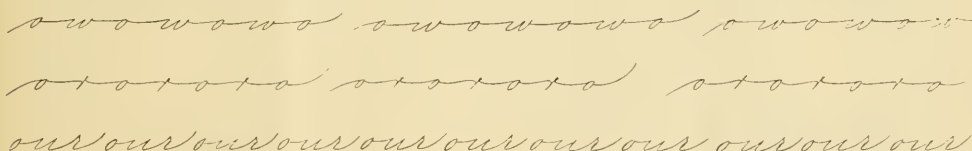
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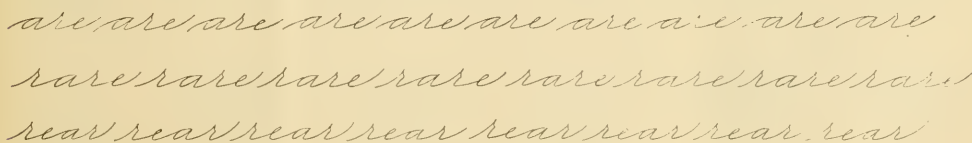
After practicing on the extended letters, it is a relief to return to the small letters again. In the exercises presented in this plate very little difficulty will be encountered. It will be well to turn the paper and write across the ruled lines, putting first a letter on every ruled line, and then placing a letter between the blue lines, as well as on. You will notice that the last part of the "v" resembles that of the small "b." This letter should be made very rapidly, and at least five pages should be made of each exercise.



What has been said regarding the previous plate applies with equal force to this one. Practice the letters across the ruled lines, and be sure to close the "o" at the top. Always count in your work. Watch carefully, and see that the down stroke of the "c" is very nearly straight. In the last line of this plate we have possibly the easiest of any of the letters to make. It would be well to make hundreds of lines, in order to develop a rapid movement to the right.



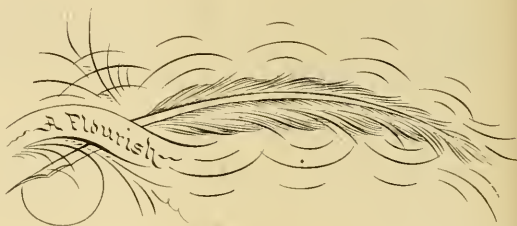
In this exercise we leave each letter in the same way; that is, we start from the "w" to the "o," and vice versa in the same manner. See that the letters are the same distance apart, and do not make the second part of the "w" too wide. Notice that the top line of this exercise is almost straight. About seven words to the group and three groups to the line afford excellent practice. In the "or" exercise we have practically the same movement. Watch that it is made easily, uniformly, and always on the count. Write eleven of the word "our" to the line. Two hundred lines will make a good lesson. Watch the finishing stroke.



In practicing the words on this plate be careful to get the required number on a line—ten of the "are," eight of "rare" and the same number of the word "rear." The purpose of these three words is to give an extended drill on the small "r," a letter that gives much trouble to the learner. No fewer than two hundred lines should be written of each one of these words.

arrear, arrear, arrear, arrear, arrear, are
 square, square, square, square, square
 virtue, virtue, virtue, virtue, virtue, virtue, vir

A still further drill on the small "r" is to be found in this plate. Watch carefully the slant and the spacing. Of the word "arrear" six can easily be written to the line, and the same number of the words "square" and "virtue." Be sure to cross the "t" and dot the "i," and that means to take much pains with your work.



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A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A quick brown fox jumps over the lazy dog



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W. A. Hoffman.



A. D. Skeels.



TO say that the portfolio of students' specimens received from Claude A. Barnett, of Oberlin, Ohio, is magnificent, superb, is doing it scant justice. Each one of its many pages is a gem of art. The volume is embellished with a number of pen and ink and water color drawings, and the writing is not only a credit to pupils in the seventh and eighth grades, but it would be a credit to any pupil. Mr. Barnett is a superior instructor and is achieving grand results.



H. L. Burdick.



H. W. Darr.



A. W. Young.

J. L. Hayward, of Brooklyn, sends in a roll of specimens which does credit to both pupil and teacher. Evidence of careful work can already be seen, and by the end of the year most gratifying results may reasonably be expected.



R. J. Wallace.



D. A. Trivelpiece.



J. J. Hagen.

The Hope School, of New York, has submitted a page by Benjamin Zwelbacks which speaks much for the high class instruction the pupils of that school are receiving in business writing. After three months' practice Mr. Zwelbacks has acquired a business hand that any business man might be proud of.



W. D. Chamberlain.



A. R. Whitmore.



C. E. Ball.

Evidence of the good work being done at Childs' Business College, Pawtucket, R. I., is furnished by specimens sent in from that school. The work of A. J. Donahue is perhaps deserving of the highest commendation.



A. F. Regal.

Willie Dubois, of Fargo, North Dakota, has won a certificate for carefully following to completion the lessons that last year appeared in THE JOURNAL. He sends in some commendable work.

Emma White, of Three Rivers, Mich., has made notable improvement by following one of THE JOURNAL'S courses in writing, as is shown by specimens of work from each plate.

EDITOR'S SCRAP BOOK.

ENVELOPES addressed in the ornamental style have reached the Editor's table from L. M. Kelchner, Dixon, Ill.; G. T. Brice, Spencerian Commercial School, Cleveland, Ohio; I. W. Crowther, Parkton, Md.; H. W. Patton, Central High School, Philadelphia; D. H. Farley, Trenton, N. J.; J. L. Hayward, Brooklyn, N. Y.; H. P. Behrens-



E. G. Brandt.



L. E. Stacy.



I. L. Calvert.



E. A. Cast.



E. J. Wilcox.



R. A. Spellman.



T. C. Strickland.



E. N. Fast.



J. N. Fulton.

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C. L. Mahoney.



A. J. Park.



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J. Leming.



F. T. Weaver.



B. F. Wilson.

meyer, Quincy, Ill.; O. E. Hovis, Springfield, Mass.; F. S. Heath, Concord, N. H.; C. W. Ransom, Kansas City, Mo.; J. C. Strassburger, Milwaukee, Wis.; C. C. Canan, Bradford, Pa.; H. B. Lehman, Chicago, Ill.; G. S. Herrick, Marion, Ind.; F. B. Courtney, La Crosse, Wis.; F. W. Tamblin, Kansas City, Mo.; H. O. Keesling, Lawrence, Mass.; J. F. Griffin, Shenandoah, Iowa.

Elegantly written cards have been received from J. H. Berryman, West Monterey, Penna.; E. J. Abernethy, Cleveland, N. C.; M. A. Albin, Portland, Ore.; J. D. Valentine, Pittsburgh, Penna.; W. A. Bode, Pittsburg, Penna.; H. O. Keesling, Lawrence, Mass.; H. B. Slater, Paterson, N. J.

Other specimens have been received from J. L. Hayward, Brooklyn, and J. M. Holmes, Canton, Ohio.

OBITUARY.

IN the passing away of Clinton C. Canan, at Bradford, Penna., on September 29, 1904, the world of pen art lost one of its best known and most able representatives. Although practically an invalid for many years, in the face of this he advanced steadily year by year along the line of his chosen work until he had won for himself a place among the leaders in penmanship. Mr. Canan was born at Pleasantville, Venango County, Penna., July 31st, 1873. At the age of 15 he was attacked by appendicitis, and being unsuccessfully treated never fully recovered. He early developed a marked talent for penmanship, and upon completing his course in school secured a position as instructor in a business college and soon became recognized as one of the leaders in the profession. His artistic designs are familiar to readers of all journals devoted to writing and pen art, and he has also done much meritorious work with the brush in both water and oil. Two years ago he was compelled to undergo a second operation, which was hardly more successful than the first, and his health steadily declined until his death. Mr. Canan's life was a continual striving for the ideal and his lofty aspirations are fittingly voiced in a little volume of poems recently published under the title of "Thorns and Flowers." At the time of his death he was engaged in the preparation of other works of a poetic nature. Mr. Canan's career should be an inspiration to all who feel that they are fighting against insurmountable odds, for it has been the sad fate of few men to suffer more, yet bear pain more cheerfully, than did he. He is survived by his parents, Mr. and Mrs. Thomas Canan, and a brother and sister. In their bereavement the relatives and many friends of the deceased have the sympathy of THE JOURNAL, to which he was a frequent contributor.



M. D. Fulton.



H. T. Tanner.



O. N. Cord.



J. H. Cox.



M. Pugh.



G. E. Van Buskirk.



M. M. Higley.



D. T. Dial.



L. L. Tucker.



E. E. Gardner.

Penman's Art Journal

DEVOTED TO WRITING,
DRAWING, DESIGNING, ETC.

FOR TEACHERS, STUDENTS AND
PROFESSIONAL PRACTITIONERS

PUBLISHED BY

THE NATIONAL PENMANSHIP PRESS

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HORACE G. HEALEY, Editor.

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CLUBBING RATES.

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Clubbing subs. in Boroughs of Manhattan and Bronx, N. Y., 15 cents a year extra, to pay for additional cost of delivery.

ADVERTISING RATES.

\$3.00 an inch. Special rate on "Want" ads., as explained on those pages. No general ad. taken for less than \$2.00.

CHANGE OF ADDRESS.

Subscribers wishing to have their magazine sent to a new address should notify us promptly, giving the old address and specifying the edition, whether *News* or *Regular*. Notices must be received in advance, that all copies may be received.

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And the greatest of these is Hustle.

One of the features of THE JOURNAL during the coming year will be its *Galaxy of Penmen*. This has been arranged for at considerable expense both of time and money, and it is hoped that it will meet with popular approval. Each month the regular edition of THE JOURNAL will contain the photographs of from fifty to seventy-five penmen who are well known throughout the country, and the subscriber will find himself at the close of the year with an album worth far more than the cost of a year's subscription. The appearance of the photographs in the regular edition will insure the pupil's having a photograph of his teacher, which is a point that will be very much appreciated by the former. It is expected that this series will contain cuts of nearly all the prominent business writers in the country.

There seems to be a great deal of interest taken by teachers and pupils all over the country in our certificate, but some do not seem to quite understand the manner in which it is obtained. Where a pupil is under an instructor he must submit his practice pages each month to the teacher until the close of the year, at which time the final work will be sent in with application for the certificate. The certificate will be signed (1) by the instructor under whom the pupil is working; (2) by the author of the course the pupil is pursuing; (3) by the head of the Self Help Club, as he is interested in anything tending toward the improvement of young people; (4) by the Editor of THE JOURNAL. The work must be conscientiously done and meet with the approval of the teacher. It should be strong of line, free of movement and regular in form. It is not expected that it will be perfect, but it must be the right kind of muscular movement writing. Those not in school may follow the courses through to completion, sending their specimens to this office each month or forwarding the practice pages from the entire course when application is made for the certificate. Where the certificate is granted a charge of fifty cents is made to cover cost of having it properly filled in.

THAT MYTH OF 95 PER CENT.

It is a pleasure to be able to state on such good authority as Dun's that there is absolutely no foundation for the oft repeated statement that 95 per cent. of the people who go into business fail. Any one who has taken the pains to look into the cases of those business men of his own immediate acquaintance must have wondered why it was that, in view of the large percentage of business failures reported, so few of the business men in his own vicinity had met with such misfortune.

After careful investigation of the matter in connection with figures covering a period of forty-five years, the Dun people advise that the percentage of business failures each year is about one in a hundred, and even admitting that the life of one business is twenty years, which would be a very high estimate, the chance of failure would be only one in five.

There seems to be no trace of the origin of the 95 per cent myth, and it would appear that if it ever had an excuse for existence it has outlived its usefulness. The average business man has enough to contend with without fighting an old superstition that is absolutely without foundation in fact.

One of the most notable signs of the times is the scarcity of good penmen as teachers. From all parts of the country comes a cry for educated men who are competent to give instruction in writing. It would seem that with the multiplication of business schools there would be a sufficiency if not a surplus of men skilled in the use of the pen, but such does not appear to be the case. Is it that the age is too fast for ambitious youths to pause in their mad race for success and get a firm grasp on the principles of business writing, or is it that the demand for these men in the business world is so great that teaching has no attractions for them? For a young man, teaching should be a very attractive occupation, especially the teaching of writing in a business or high school; for here one is brought into touch with people of more or less culture. The hours are not long, in most cases, and the work is not so trying to the nerves as in the teaching of some other branches. To be sure, in order to succeed one must put into his daily work the best there is in him, but this is equally true of any other profession. And so it goes, at the bottom are men bewailing their lack of opportunity, while beyond them are positions waiting for good men to come and fill them.



NEWS AND MISCELLANY SUPPLEMENT. PENMAN'S ART JOURNAL NEW EDITION. 1st YEAR.

MIRROR OF THE PROFESSION

SCHOOL AND PERSONAL.

RECENT JOURNAL VISITORS.

H. A. Price, Brooklyn, N. Y.
W. R. Hayward, Passaic, N. J.
Martin L. Stahl, Philadelphia, Pa.
Henry W. Young, Cresco, Ia.
C. G. Hurlburt, Utica, Nebr.
A. B. Wraught, Norwich, Conn.
W. B. Cahey, New York.
H. H. Beidleman, Brooklyn, N. Y.
G. B. Heaney, Providence, R. I.
W. J. Gilbert, Shiloh, Me.
F. Leon Tower, North Adams, Mass.
T. G. O'Brien, Jersey City, N. J.
C. T. Cragin, Rochester, N. Y.
G. S. Murray, Brooklyn, N. Y.
A. R. Lewis, New York.

MOVEMENTS OF THE TEACHERS.

E. L. Layfield, recently of the Massey Business College, Montgomery, Ala., is now connected with the school at Columbus, Ga.

Benn J. Ferguson goes from Anniston, Alabama, to accept a responsible position with the Northern Georgia Agricultural College, Dahlonega, Ga.

William Chambers, formerly of the Detroit, Mich., Business University, will have charge of the junior commercial work in the Troy, N. Y., Business College.

E. M. Chartier is stopping in Des Moines, Iowa, for a short time, in the interests of his shorthand system.

A. M. Stevenson is president of the Wheeling Business College Company, and L. B. Edgar, treasurer. This company is conducting two schools, one at Wheeling and one at Belaire, Ohio.

Miss Rosamond Hood has been engaged to teach shorthand in the Yale School, Los Angeles, Cal. This is an English and classical boarding and day school for young men and boys.

Thomas P. Scully, of the Southern Business University, Norfolk, Va., will have charge of the Gregg Shorthand Department of Bartlett College, Cincinnati, Ohio, the coming year.

J. C. Estlack, formerly with the Roberts School, Bowie, Texas, now has charge of the Moothart College, Cape Girardeau, Mo.

J. M. Tran, of Toronto, has been added to the teaching staff of the Duluth, Minn., Business University.

C. D. Stretcher is connected with the Douglas College, Connellsville, Pa., as teacher of shorthand.

C. G. Miller is the new commercial teacher in Western Union College, Le Mars, Iowa.

A. B. Bates, Indianola, Ia., is now connected with the Modern School of Commerce, Pendleton, Ore.

Arthur Allen, of Bowling Green, Ky., goes to Hastings, Neb., Business College.

A. E. Colegrove, formerly of the Bradford, Pa., High School, will teach in the Meadville, Pa., Commercial College.

Edward Prescho, for a number of years connected with the Central Commercial College, Cumberland, Md., has engaged with Duff's Mercantile College, Pittsburg, Pa.

J. D. Giffin, who has been connected with the Walworth Institute, in New York City, has returned to McCann's Business College at Mahanoy City, Penna. Mr. Giffin is thoroughly familiar with this field and can be expected to achieve results from the outset.

H. D. Davis, Hammond, Ind., will teach in the Southwestern Business College, St. Louis, Mo.

Roy F. Snyder, of Easton, Pa., goes to the Mahanoy City, Pa., High School.

Mrs. Bishop, formerly teacher of shorthand and type-writing in Childs' Business College, Pawtucket, R. I., has engaged with Heffley School, Brooklyn, N. Y.

R. L. Rudy, who has been with Heald's Business College, San Francisco, Cal., for several years, has severed his connection with that school and has associated himself with a Physical Culture University in San Francisco, Cal.

D. W. Jayne, Wilkes-Barre, Pa., will be connected with the Elyria, Ohio, Business College.

E. G. Brandt, who has been with the Pottsville, Pa., High School, is now with the new Burdett College, Lynn, Mass.

F. B. Hudson, formerly teacher in St. John's Military School, Manlius, N. Y., takes the place of E. E. Kent, in the Rider-Moore and Stewart School, Trenton, N. J.

J. G. Osborne, recently of Cedar Valley Seminary, Osage, Ia., has purchased the Bath, Me., Business College.

C. F. Kimble, of the University of Arizona, has been added to the faculty of the Brownsberger Home School, Los Angeles, Cal. Mr. Kimble will teach the commercial branches.

R. H. Hankins, formerly of King's Business College, Raleigh, N. C., goes to Chestnutwood's Business College, Santa Cruz, Cal.

A. M. Stonehouse, of Lexington, Ind., will teach in the Danville, Va., Military Institute.

The San Francisco, Cal., Business College now has five penmen, viz.: A. S. Weaver, R. W. Decker, C. S. Rogers, G. H. Walks and T. B. Bridges.

J. F. Whitmore, formerly of Higbee, Mo., is now with the King's Charlotte, N. C., School.

W. A. Shurtleff, Mitchell, S. D., has been added to the faculty of the Cement City Business College, Yankton, S. D.

N. C. Brewster has removed from Gloversville, N. Y., to Wellsville, N. Y., where he has opened a business, shorthand and telegraphy school. He is also teaching writing in the public schools.

J. P. A. King, of Worcester, Mass., will teach in Drake Business College, Jersey City, N. J.

H. G. Ranney, Northampton, Mass., now has charge of the commercial work in the New Britain, Conn., Commercial College, taking the place of Miss Nina P. Hudson, recently married.

D. Crowley is teacher of penmanship in Ellsworth College, Iowa Falls, Ia.

Howard Champlin, teacher of writing in the public schools of Cincinnati, Ohio, has charge of writing and drawing in the public schools of Lockland, Hartwell, Carthage and Bernard, Ohio, and of Bellevue, Ky. Mr. Champlin also conducts

penmanship classes in the Young Men's Christian Association night school at Cincinnati.

The Woodbury, Cal., Business College has added the following teachers to its faculty: Katharine McCrory, recently of Knightstown, Ind., College, M. E. Austin, recently principal of Ellsworth College, Iowa Falls, Ia., and Maude L. Austin, formerly principal of the shorthand and typewriting department of Ellsworth College.

C. C. Stone, formerly of Lead, S. D., is taking the place of P. H. Landers in the Utica, N. Y., Business Institute.

Miss Cora E. Hooland, formerly of Meyersdale, Pa., is now connected with the Central Business College, Denver, Col.

Herbert M. Rublee, a recent graduate of the Jamestown, N. Y., Business College, has engaged with Brown's Business College, Bridgeport, Conn.

B. F. Smith, recently of Port Jervis, N. Y., has been added to the faculty of the Worcester, Mass., Business Institute.

Claude A. Monroe, recently of Racine, Wis., is principal of the Business College at Chariton, Ia.

H. W. White, Brown's Business College, Bridgeport, Conn., will take charge of the commercial work in the Le Mars, Ia., High School.

B. F. Martin, who has been soliciting for the San Francisco Business College during the past year, has engaged with Heald's Business College for the coming year.

O. T. Johnston has accepted a good position with the Mountain State Business College, Parkersburg, W. Va. Mr. Johnston is one of our rising young men.

G. H. Walks, who recently completed the bookkeeping and shorthand courses at the Gem City Business College, is now teaching penmanship and bookkeeping at the San Francisco Business College.

C. D. McGregor, who has been at the head of the commercial department of Drake University, Des Moines, Ia., has resigned his position to accept a similar place in a western city.

H. B. Lehman, formerly connected with the Chicago, Ill., Business College, has accepted a position as special teacher of writing in the Central High School, St. Louis, Mo. That institution is to be congratulated on securing his services.

Heald's Business College, San Francisco, Cal., has added two new teachers to the faculty. They are J. L. Williams, formerly of Ayer's Business College, San Francisco, Cal., and J. W. Flannigan, of the California Business College, of the same city.

How to Use a Copy Book.

The copy book should be used as a means to an end, never as an end. First, dictate on practice paper from copy in book. Second, compare and write in copy book to learn form and to correct errors. Third, write again on paper as a test of improvement.

D. H. Farley

F. F. VonCourt, of Brown's Business College, Sioux City, Ia., is now with the Central Business College, Denver, Col.

J. S. Cooper, who was assistant teacher in the commercial department of the San Francisco Business College last year, has again taken up the work after a three months' vacation.

G. B. Jones, recently of Catskill, N. Y., is now supervisor of penmanship in the Lockport, N. Y., public schools.

L. K. Milburn, who has been connected with the Wabash College, at Terre Haute, Ind., now has charge of the business department of Douglas Business College, McKeesport, Pa.

The Gilbert Commercial College, of Milwaukee, has just been incorporated. The JOURNAL congratulates that school on this evidence of prosperity.

C. S. Rogers, a Zanerian student, will teach penmanship in the San Francisco, Cal., Business College.

Robert S. Doyle, formerly of Huntingburg, Ind., is now teaching in the Carnegie, Pa., High School.

M. E. Luton, of San Francisco, has accepted a position as principal of the commercial department of the San Jose Business College.

E. S. Morris, recently of Banks Business College, Philadelphia, Pa., has engaged with the Heffley School, Brooklyn, N. Y.

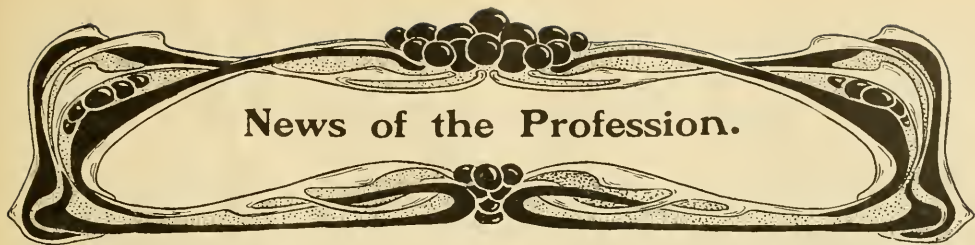
T. C. Knowles is now principal of the Pottsville (Pa.) Commercial College.

A. P. Wilson, formerly teacher in the Morse Business College, Hartford, Conn., has entered the Ministry of the Methodist Episcopal Church.

George G. Wright, Vassalboro, Me., has gone to Robert College, Constantinople, Turkey.

E. S. Chapman, recently of Wood's (New York) School, is now connected with the Trenton (N. J.) Business College.

W. J. Sanders, formerly of the Troy (N. Y.) Business College, has been added to the faculty of the Burdett College, of Boston, Mass.



News of the Profession.

No school in the country can boast of a more desirable location and handsomer quarters than the Bryant & Stratton commercial school, of Boston. Its new five story building overlooks the Public Library and the Commons, while near by is the Museum of Fine Arts. The Bryant & Stratton school has stood for all that is best in commercial education for forty-four years, and the new structure is the culmination of nearly half a century of experience and observation. As a school man, Mr. Hibbard is eminently fitted to maintain the high reputation the school has achieved.

On the evening of September 23d the Anderson branch of the Indiana Business College tendered a reception to the Muncie and Marion branches, there being about 150 of the former and 250 of the latter present. Miss Marion Reichardt, who is considered to be one of the most rapid operators on the typewriter, gave an exhibition of her skill. It is needless to say that both visitors and hosts enjoyed themselves as only students can.

On the evening of September 8th a class of 68 graduated from the business and shorthand departments of Patrick's Business College, York, Penna., and received their diplomas in the presence of about 1,200 friends. Although the school is but eleven years old, it has won for itself an enviable reputation and has a large attendance.

Brown's Business College, Bridgeport, Conn., began its twentieth year on September 5th with large classes, thoroughly renovated rooms and brilliant prospects for the season. The school has established a reputation for thoroughness in all its departments, and its continued success is well merited.

The "Marion Mirror," under date of September 9th, contains a very flattering mention of the Marion (Ohio) Business College, and its retiring proprietress, who has been compelled to give up her work on account of ill health. Miss Lammers was, and is, one of the ablest educators in central Ohio, and Marion will be the loser if she remains permanently out of school work. The school is now in the hands of E. D. Crim, formerly of Cadiz, Ohio, who promises to maintain the high standard established by Miss Lammers.

F. B. Courtney's ability as a chirographist has been recognized by the courts of the State of Iowa, he having been sent for to go to Grundy Center and make an examination of certain letters which were among the important documents in connection with a murder case. Mr. Courtney has charge of the classes in writing at Toland's Business University, La Crosse, Wis., and the recognition is fully merited.

The second annual commencement of the Coatesville Business College was celebrated in the opera house on the evening of September 22d. For a business school to graduate fifty young people at its second commencement is an achievement to be proud of. Mr. Clark, principal of the school, is one of the best commercial school men in Pennsylvania, and the school richly merits the success it has won.

The correspondence department of the Central Business College, Toronto, Ont., has lately been reorganized with Mr. Morgan (not J. Pierpont), formerly manager of the International Correspondence School of Scranton, Pa., for Canada, as chief manager. Mr. Magee, director of the illustration section, assistant, and Mr. Chant, second assistant. These men of national reputation form the executive of this department of the work of the Central Business College. They are ably assisted by a force of specialists in advertising, commerce, stenography, English, law, illustration and physical culture.

The Goldey Wilmington (Del.) Commercial and Shorthand College announce that their attendance has increased fifty per cent. over last year at this time. It is interesting to note that one company, the du Pont, has in its employ one hundred and fifteen graduates of this school and about twenty undergraduates. If any business school can show a better record than this the JOURNAL would like to be advised.

The commercial schools of Iowa look for a large enrollment this year, now that ninety per cent. of the corn crop is out of danger from frost. No one appreciates better than an Iowa school man how much everybody's prosperity depends on the corn crop.

In the death of his mother, C. W. Ransom, of Kansas City, one of the most successful teachers of writing in the west, has the sympathy of every member of the profession. She died on September 28th, at Lebo, Kansas, aged 75 years.

W. W. Bennett, of the McDonald Business Institute, reports that they have a large school this year—"nearly a full house."

The partnership existing between Harman and Ellsworth has been dissolved, and E. F. Whitmore, of Easton, Pa., has secured Mr. Harman's interest. The school will be conducted as heretofore, except that arrangements are being made to do a larger business than ever before.

Charles M. Simcoke, who has charge of the Department of Business in the McKinley High School at St. Louis, advises THE JOURNAL that his work is meeting with great success. The school started this year with nearly two hundred and twenty-five pupils in his writing classes. The department has become so popular that a new instructor will be added during the winter. With such men as Mr. Simcoke and Mr. Drake at the head of the commercial high schools, St. Louisians are guaranteed efficient service and marked results.

The San Francisco Business College recently moved into new quarters. They now occupy the sixth floor of a new building which was finished and equipped especially for the school. The rooms are large and well lighted, having glass partitions throughout, and making them without doubt the finest for business college purposes on the Pacific Coast.

H. W. English, teacher in the Mt. Carmel (Pa.) High School, will assist in the Commercial Department of the Central High School, Cleveland, O.

NEW SCHOOLS AND CHANGES.

G. W. H. Stanley has discontinued his school at Thomasville, Ga., and is now conducting the Southern Business College, Macon, Ga., since last March.

Lewis H. Vath, of the St. Cloud, Minn., Business College, has opened the Alexandria, Minn., Business College. The school is in a splendid locality, with George F. Bonton and H. A. Brey in charge. This is the third school on Mr. Vath's list, and the prospects appear to be very good.

A new school has been opened at La Grange, Texas, by J. A. Prowinsky, formerly of Williams' Business College, Oshkosh, Wis., and W. C. Buckman, formerly of the Central Commercial College, of Texas. This adds one more to the list of good schools in Texas.

Under the name of the Dunkirk School of Business and Shorthand, Messrs. W. J. Cable and Alfred Higgins, of the Titusville Business College, opened a school at Dunkirk, N. Y., on September 12th. G. W. O'Brien, of Syracuse, N. Y.,

Last February, St. Louis opened one of the finest and best equipped high schools in the United States, under the name of McKinley High School. C. M. Simcoke is director of the commercial department.

Frank A. Wolfhope has bought the Elliott Commercial School, Martinsburg, W. Va. The school will be conducted under the name of the Martinsburg Business College.

Among the new schools should be mentioned the Multnomah Institute, which has been established by M. A. Albin, at Portland, Ore. This is a special school of applied English, penmanship, rapid calculation and the common branches, and under Mr. Albin's skillful management its success is assured.

The Kennedy School of Shorthand has been opened at Toronto by A. M. Kennedy, with E. R. Shaw in charge of the typewriting department. Mr. Kennedy is one of the leaders in his profession, being author of "The Essentials of Phonography." If the school is not a success it will not be because of a lack of ability in the gentlemen who have charge of it.

What is Writing?

Writing is registered motion subjected to the law of some form. The best form is legible, symmetrical and adapted to rhythmic motion. Good writing is a matter of study, patience and practice.

D. H. Farley

By D. H. Farley.

and Kathleen R. Wheeler, formerly of Ottawa, Canada, have been engaged as teachers. There is a fine field at Dunkirk for a good business school, and Mr. Cable and Mr. Higgins are capable of meeting every demand.

A. G. Sine, president and proprietor of the Mountain State Business College, Parkersburg, W. Va., has sold his Cumberland (Maryland) branch school to Messrs. J. W. Smith and B. F. Shaffer, two of his former teachers. The new proprietors will operate the school, which is in a highly prosperous condition, under the name of "The Tri-State Business College." This change in the ownership of the Cumberland school will enable Mr. Sine to devote his whole time and attention to the further upbuilding of his splendid school located in Parkersburg.

The Seattle Commercial College is the name of a new school started by E. W. Gold and M. W. Cassmore at Seattle, Wash. Both are able and energetic young men, and will doubtless make as complete a success of their new school as they have of the departments with which they have been connected in other schools.

Burdett Brothers are establishing a new school at Lynn, Mass., putting up a new building and fitting it with all modern conveniences.

Messrs. A. J. Gibbon and M. J. Brophy purchased the Woodstock, Ont., Business College, a few months ago. The new proprietors will conduct the school under the same name.

R. V. Dixon, who has been with the San Francisco Business College for the past two years, is now conducting the Dixon College in Oakland, Cal. That school is a new enterprise just started by Mr. Dixon and F. O. Gardiner, of Stockton, Cal. Messrs. Dixon and Gardiner also purchased of W. C. Ramsey, June 1st, the Stockton Business College, Stockton, Cal. Since then they have taken as a third partner A. V. Feight, who has been for several years connected with the Polytechnic Business College, Oakland, Cal., but recently sold his interest in that school.

H. E. Barnes, formerly of the Waynesburg Business College, Waynesburg, Pa., together with his brother and two other prominent teachers, has organized the Barnes Commercial School, of Denver, Col., of which he is treasurer.

The Sprott-Shaw Business University is a new school located in Vancouver, B. C., with W. H. Shaw, Toronto, Ont., president, and R. J. Sprott, B. A., late of the University of Manitoba, principal and managing director. This is not an entirely new institution, but under a new management and a new name. It was formerly the well-known Western Business School, under the direction of H. B. Vogel, Esq. The entire supervision of the school is under the control of R. J. Sprott, who guarantees efficient and thorough work in all courses.

Convention News and Notes.

In this department each month will be found the announcements of the officers of the different commercial teachers' organizations. All contributions for this department should be in THE JOURNAL office the first of the month preceding date of issue.

To the Private Commercial School Managers:

Indications are that the next meeting of the Federation will be a record breaker. The attendance will be large and the programme of unusual interest. The American Commercial Schools Institution is of great importance to every private commercial school in the country. The Business Managers' section is very prosperous and is doing much good work towards elevating the standard of private business schools throughout the country.

The address of the President of the Federation, R. C. Spencer, will undoubtedly be a document which will be handed down to future generations as one of the best literary and historical productions ever written concerning the work of the private business schools of America. The meeting will be of more vital importance, perhaps, to private business schools than any other ever held, and it will be to the interest of every private business school manager and proprietor in the country to be present at it. The headquarters will be at the Palmer House, and of the very best. The rates are exceedingly low.

Private school managers who are not members of the Business Managers' section can secure membership by remitting \$5.00 to the Secretary, T. W. Bookmeyer, Sandusky, Ohio

Respectfully,

ENOS SPENCER, President.

To the National Commercial Teachers:

The Executive Committee of the National Teachers' Federation wish to call special attention to the next meeting of the Federation, which will be held in the Chicago Business College, 67 Wabash avenue, Chicago, Ill., December 28, 29 and 30.

A full and complete program of live topics, which will be of special interest to every business college principal and teacher has been arranged. A number of the best known business college men, as well as prominent business and professional men, will take part in the program.

Several matters of very important business will come before the Federation, and a large attendance is earnestly desired.

Arrangements have been made at the "Palmer House" for special rates. Rooms on the European plan can be had for 75 cents per day and up.

A complete program, together with detailed information will be given in the next number.

F. B. VIRDEN,
Chairman Executive Committee.

MOVEMENTS OF THE TEACHERS.

A. I. Ogilvie, late of Normal College, Hamilton, Ont., has been added to the staff of the Central Business College of Toronto, Limited.

Mr. and Mrs. M. M. Lain, formerly of Marion, Ind., are now with the Indianapolis Business University, at Indianapolis.

PROGRAM FOR THE PRIVATE COMMERCIAL SCHOOL MANAGERS' ASSOCIATION.

MONDAY, DECEMBER 26, 1904.

10 to 11 a. m.—Reception and enrollment of members.

11 to 12—President's annual address.

Report of the Secretary-Treasurer.

Report of Committee on Constitution and By-laws.

Report of Committee on Memorializing Federation as to time of holding meeting.

2 to 5 p. m.—Unfinished business and reports of Committees on general subjects.

THURSDAY, DECEMBER 29, 1904.

9 a. m.—Special session for the election of officers.

FRIDAY, DECEMBER 30, 1904.

9 to 12 a. m.—Report of H. M. Rowe's Committee on the American Commercial Schools Institution.

Report of the Committee on Mrs. Sara A. Spencer's paper read at the St. Louis meeting.

Report of R. C. Spencer's Committee on "Bill to go before Congress."

2 to 5 p. m.—Unfinished business and reports of Committees on Special Subjects.

SATURDAY, DECEMBER 31, 1904.

9 to 12 a. m.—Unfinished business and reports of Committees on special subjects.

Committees.

(1) Constitution and By-laws:

F. C. Clark, Springfield, Mo., Chairman.

C. F. Sherman, Mt. Vernon, N. Y.

W. H. Carrier, Anderson, Ind.

W. D. Clark, Newport, Ky.

(2) Committee on Memorializing the Federation on time of holding meetings:

Jerome B. Howard, Cincinnati, Ohio, Chairman.

John R. Gregg, Chicago, Ill.

O. E. Fulghum, Richmond, Ind.

W. I. Staley, Salem, Ore.

(3) The Legislative Committee:

F. B. Virden, Chicago, Ill., Chairman.

Court F. Wood, Washington, D. C.

Chas. J. Smith, Pittsburg, Pa.

(4) The American Commercial Schools Institution:

H. M. Rowe, Baltimore, Md., Chairman.

And Associates to be selected by him.

(5) Committee on suggestions contained in Mrs. Sara A. Spencer's paper presented at the St. Louis meeting:

Sara A. Spencer, Washington, D. C., Chairman.

Jerome B. Howard, Cincinnati, Ohio.

N. P. Heffley, Brooklyn, N. Y.

H. M. Rowe, Baltimore, Md.

M. L. Miner, Brooklyn, N. Y.

(6) Bill to go before the National Congress:

R. C. Spencer, Milwaukee, Wis., Chairman.

And Associates to be selected by him.

There will also be reports from twenty other committees on special subjects relating to the Private Business Schools.

Teachers' Round Table.

HOW I TEACH BUSINESS WRITING.

By T. B. BRIDGES.

San Francisco (Cal.) Business College.

WHEN my classes are very large I do not try to write very many copies on the student's paper. I write the copies on the board and explain to the class the details regarding the letter or exercise. I have also been using copies made by the hektograph, giving each student a copy of the lesson. I have found this method to be very satisfactory, and the lessons can be made at small cost.

I speak of copies first because they naturally must come first in order that the student may get the proper idea of form. But, *movement* is of far greater importance to any one in learning to write than is form.

It requires but one or two explanations before the average student will have a clear conception as to the forms of ovals, exercises, letters, etc., so the next thing is for him to execute, which he cannot do without a good movement.

In the beginning, I start them out on the different oval exercises, as I believe those to be the best for developing muscular movement. What success I have had in teaching students to write, and especially in teaching movement, I attribute quite largely to the fact that I count for all practicing during the class period.

Some students move too slowly, some too rapidly, and some irregularly. Some students are lazy and don't want to work at all; some are nervous, and some do not keep their minds on the work at hand. With proper counting, I find these difficulties can to a large extent be overcome. The slow student will try hard to keep up; the fast one will slow down; the lazy one will become interested, and the nervous one feels easier. Summing it up, I have the whole class interested, working systematically, and most of them using the proper movement.

I do not always count at the same speed. I start counting at a moderate rate and then as the class becomes more familiar with the exercises I increase the speed, and it is both surprising and gratifying to see how hard the slow ones will work in order to keep up. I also at times give speed contests on letters or simple words, letting the class write for fifteen seconds to see how many each write in the given time.

As to style of capitals, I teach about the same style as those Mr. Mills has adopted for *THE JOURNAL* this year. I teach the questionable "T" and "R" that were discussed a few months ago.

I have the student assume a straight front position at the desk, letting the arms rest on the table so that the elbows come just about the edge of the table, and the left hand even with or above the line of writing. As to position of right hand I have the student let the end of the little finger rest across the joint of the third finger, so that the hand rests and slides on the outside corner of the nail of the little finger. I have found this to be a better position than that of letting the hand rest and slide on the knuckles of both fingers.

I watch to see that the penholder points somewhere near over the right shoulder, and that the end of the forefinger is about one inch from the pen point.

We use Carter's Writing Fluid, and have found it to be very satisfactory. The best ink I have ever used for ordinary practice is a mineral ink sold by the "Mineral Tablet Ink Company," Pueblo, Col. It flows freely, dries quickly and does not corrode the pen.

I believe in using a moderately coarse pen—coarse rather

than fine for beginners. I like Gillott's No. 1074 better than any I have ever tried.

One of the best means of keeping up interest in penmanship work is that of putting up in a conspicuous place specimens of students' work, especially something in the way of oval designs, etc.

In our school it is compulsory that each student of the class do two pages of practice work at home each day. However, I try if possible to get the student to do this work willingly, for no one is going to learn to write against his will.

THE BOOKKEEPING DEPARTMENT.

By W. R. HAYWARD,

Principal Commercial Department, Passaic, N. J., High School.

THE prime object of this article is to arouse the interest of all teachers of bookkeeping and commercial branches, and to elicit an expression of opinion from each as to whether we are giving our pupils the most practical and up-to-date work possible. For one, I do not believe we have reached a point where we can say no improvement need be made. On the contrary, I believe there is much yet to do before we allow ourselves to be satisfied with what the pupil receives at our hands, and I believe much good can be accomplished if each one will take it upon himself to point out wherein some improvement can be made. It may be that in your opinion we are still teaching some non-essential, or you may have some new idea to advance. Whatever you have that you believe is good, no matter of what nature, be generous enough to share it. *THE JOURNAL* will do all that's possible to "pass the good work along."

No doubt you will say, "I see a number of *little things* that are wrong, but they don't amount to enough for me to write about them." Send them along; they are just the ones that should be pointed out, for, in its last analysis, the work is composed almost entirely of these "little things."

We all have heard the criticism of the accountant and office manager as to the condition of the average pupil after completing a commercial course. Now, is it not worth while to investigate these criticisms and see to what extent they are true—whether the manager expects the impossible from an inexperienced person or whether the pupil is really lacking in preparation? My own observations lead me to believe that both exist in a measure. If this be true, ought we not put ourselves more closely in touch with the real work of the business world, and give not only our pupils the benefit of the information obtained, but our fellow teachers as well?

As an instance of one class of criticism by some of our fellow teachers, too much time and attention are devoted to the journal and the journalizing of transactions. Is this the case, or is it necessary to use the journal in this manner in order thoroughly to develop the idea of debits and credits? If you believe the method generally used the proper one, do not hesitate to express your opinion. If you believe there is a better way, let us hear what it is. Some teachers have their pupils foot up the journal. If you are one, give your reasons for so doing; if you do not require that this be done, why don't you? Some teach their pupils to use both day-book and journal. If you do, or do not, why? Some teachers require that their pupils use red ink in post-marking in books of entry. Those of you that do, kindly state your reasons for so doing; those of you who do not should also respond.

Who's Who in Penmanship.

NO list of the successful business educators of Pennsylvania would be complete without the name of M. F. Pratt, vice-president of the Union College of Business at Philadelphia. Mr. Pratt's business education was secured at the Rochester Business Institute, and after completing his course he took charge of the commercial department of Oakwood Seminary, at Union Springs, N. Y., remaining there for one year. From Union Springs he went to Lake-wood, N. Y., where he took charge of the commercial and history departments of Starkey Seminary. His next move was to Calais, Me., to assume charge of Banks Business College, where he secured invaluable experience in the management of a business school. From Calais he passed to Jersey City and then to Orange, N. J., being in charge of the Drake Business College when that institution moved into its present commodious quarters. In July of this year Mr. Pratt removed to Philadelphia, where he became connected with the Union Business College. Mr. Pratt is another of the Old Guard who can be depended upon to remember THE JOURNAL whenever clubbing time rolls around.



About twenty-seven years ago, in Mahaska County, Ia., J. A. Savage was born. At the age of six years, so he states, he removed to Nebraska, taking his parents with him. The next few years found him dividing his time between herding cattle and attending school in the village of Boelus.



The former occupation, however, did not agree with him, and in 1894 he entered the Grand Island Business and Normal School, completing his course in 1895. The two years following were spent in teaching school in Sherman County, Neb., after which, in 1897, he entered the Omaha Commercial College for a course in writing. In 1898 he had charge of the exhibit of that school at the Trans-Mississippi Exposition, and at the close of the fair he accepted a position as bookkeeper with a drug firm in Omaha, where he remained for two years. For the past four years Mr. Savage has been instructor in arithmetic, bookkeeping, rapid calculation and penmanship in the Omaha Commercial College, where his work has been very successful. He also takes an active part in athletics, being director in the athletic department of the college. He pleads guilty of being single, but admits that it is through no fault of his. He is, of course, a staunch friend of THE JOURNAL, and finds it invaluable as an auxiliary text book.

Shortly after the close of the Civil War Alfred Higgins was born in the little State of Delaware. During his boyhood he learned the carpenters' trade with his father, but, developing a deeper interest in brain-building than in the building of material structures, he entered normal school, and at the age of twenty-one began teaching in the public schools. After five years of successful work he went to Philadelphia and entered commercial life, spending a year with John Wanamaker and later being in charge of the office of Dr. Foote, the well-known mineralogist. From here Mr. Higgins went to the Philadelphia Commercial Museum, where he was employed for three years as assistant librarian and correspondent, associated with J. Macfarlane, author of Macfarlane's commercial and industrial geography.



Desiring to become a teacher again, Mr. Higgins then entered the Peirce School, teaching evenings at the Drexel Institute. Upon completion of his course he went to Titusville, Pa., and entered business school work, in which he has been very successful. During the past summer, in connection with W. J. Cable, he organized the Dunkirk School of Business and Shorthand, which is being run in connection with the school at Titusville. Mr. Higgins is a very successful instructor in business writing, and thoroughly believes in the efficacy of THE JOURNAL as an assistant in his class work.

One of the best known business educators in Canada is R. H. Eldon, now of the Technical High School at Toronto. While in the public schools as a pupil Mr. Eldon developed an interest in commercial educational work, and accordingly entered the British-American Business College at Toronto.



Upon completion of his course he spent some time in commercial pursuits, being successively clerk, bookkeeper and manager. But the educational field was more alluring than the commercial world, and he took and passed the second class teachers' examination at St. Catherine's, qualified at the county model school, then taught in the rural schools for three years. Again returning to school he prepared for and passed the first class examination, attended the Ottawa Normal School for some time, and secured a position on the Ottawa public school staff. From Ottawa he went to Toronto, where he soon became one of the city principals, retaining the position for two years, until he was appointed commercial master in the Harbord Street Commercial Institute. Mr. Eldon continued with this school until last September, when he was transferred to the Technical High School as director of the commerce and finance department. He holds the degree of bachelor of arts, and as a business educator has no superior either in Canada or the United States. He is one of the most enthusiastic supporters and largest clubbers of THE JOURNAL.

C. W. Jones was born in 1863, near Batesville, O., spending the first nineteen years of his life on the farm, and attending school in a log schoolhouse with backless slabs for seats. Here he took a complete course, including some interesting lessons in the use of the birch. In 1882 Mr.



Jones took a course in writing from G. W. Michael, of Delaware, O., after which he taught writing himself, but not finding it sufficiently remunerative, he returned to the farm, remaining there until his finances would admit of his entering the New Concord (Ohio) Business College, where he taught penmanship in return for his tuition. Completing his course in 1885, he removed to Kansas, where he taught in the Wichita Business College for one year. The next five years were spent on the road organizing and teaching classes in writing. In 1891 he returned to his father's farm and spent fifteen months tilling the soil, but in 1892 he went to Boston where he soon married. The next three years were spent as bookkeeper with a Boston firm. From Boston he went to Brockton, where he taught in a business school for two years, removing from there to Woonsocket, R. I., where he purchased a school. In 1903 he disposed of the Woonsocket school and purchased a school in Brockton, Mass., where he is at present located.

Editor's Calendar.

THE REPORTER'S ASSISTANT. By Sir Isaac Pitman. Isaac Pitman & Sons, Limited, Publishers, London and New York. Price, one shilling.

This little book has been prepared as a guide to the learner and furnishes a key to the reading of the reporting style of Isaac Pitman phonography. Like all other books prepared by these publishers this work is invaluable to those for whom it is intended.

MODERN BUSINESS SPELLER. By Gustavus S. Kimball. The Bobbs-Merrill Company, Indianapolis, Publishers.

Recognizing the fact that an imperfect knowledge of spelling is most annoying to the speller—in many instances an absolute bar to success—the author has endeavored to acquaint the learner with the words which are most essential in business and polite literature. He has succeeded in compiling a list of 5,000 words over which the learner and even the experienced business man is most likely to stumble, in the hope that it may be of service to the public. Anything tending toward a better knowledge and more perfect use of the English language should be cordially welcomed by the educational world.

ONE HUNDRED LESSONS IN ENGLISH. By Glen Arnold Grove, M.A. S. S. Packard Publisher, New York City.

This book has been designed to meet a condition and not a theory, to aid in solving certain problems of fact as they are rather than to speculate upon principles and questions of what ought to be. Feeling that there is a great need for such a work as will give the pupil a good knowledge of the use of his language, the author has arranged one hundred lessons to meet this demand. The book is not intended to take the place of the teacher, but to assist him in the prosecution of his work. So long as the world is filled with men and women unfamiliar with the language they use daily, there will be ample field for a volume such as this.

A DOG OF FLANDERS. By Ouida. Printed in the easy reporting style of phonography by Benn Pitman and Jerome B. Howard. The Phonographic Institute Company, Publishers, Cincinnati. Price, twenty-five cents.

To the student of Benn Pitman phonography this little book will be at once entertaining and instructive. He who will take the pains to read its forty pages without referring to the printed text of this interesting story will find himself much more familiar with the principles of shorthand than he was when he took it up.

BUSINESS SHORT CUTS. Compiled by the Board of Experts of the Bookkeeper and Business Man's Magazine. Published by the Bookkeeper Publishing Company, Ltd., Detroit, Mich.

To assist the busy business man is the purpose of this volume, and every one of its 156 pages contains much that will be of value to the man of affairs. A thorough knowledge of its contents will save many a business man hours of valuable time every month.

TAQUIGRAFIA FONETICA GREGG-PANI. An adaptation of the Gregg system of shorthand to the Spanish language by Camilo E. Pani. The Gregg Publishing Company, Chicago, Publishers.

This is a handsomely printed book of 80 pages, designed for those who desire to use the Gregg system of shorthand in connection with the Spanish language. In view of the increase in trade between the United States and Spanish speaking nations this volume will doubtless have a tendency to vastly increase the popularity of the Gregg system of phonography.

PITMAN'S COMMERCIAL SPELLER. A book of reference for stenographers, commercial, normal and high schools. Isaac Pitman & Sons, publishers, New York.

This is a neat, compact little volume which would not be out of place on any desk or in the hands of anyone whose spelling is not invariably accurate. There is a tendency at the present time to condone poor spelling, but there is nothing can mar the beauty of an otherwise symmetrical letter more than a misspelled word. The book contains 176 pages, and includes abbreviations, foreign phrases, table of foreign money, and directions for punctuation and the use of capital letters. In the pages of the Commercial Speller will be found eight thousand of the more common words which are often misspelled.

"WORDS" EXERCISE BOOK. For use in writing the words and containing exercises on "discriminated" and "homophonous" words. Prepared by Rupert P. SoRelle. The Gregg Publishing company, Chicago.

The author has prepared this exercise book to meet the demand for a blank book which should include also ample exercises on the "homophones" and "words discriminated" contained in "Words, Their Spelling, Pronunciation, Definition and Application." This will be an invaluable aid to the student in cultivating a desire for word study, and will enable him to preserve in permanent form his original research work, his original sentences, etc., with the teachers' criticisms thereon.

THORNS AND FLOWERS. By C. C. Canan. Price, twenty-five cents.

This is a modest little volume, and the verses contained therein were collected by the author a short time before his death. The sunshine and shadow, the thorns and flowers of his life are reflected in the pages of this book, for Mr. Canan suffered much during the later years of his life, yet his verses are full of cheer, of hope, of optimism. There is not a line but will amply repay the reader for the time spent in its perusal.

BIXLER'S X WRITING, OR PHYSICAL CULTURE IN RAPID WRITING. Gideon Bixler, author and publisher, Chicago.

The purpose of Mr. Bixler in bringing out this book was to "lift out pure, clean, unalloyed, thought-writing from the conglomeration of penmanship mixtures where flourishing, artistic script-drawing, pen-drawing, flourished writing and many other things of many kinds are indiscriminately mixed up in a heap so confusing that few can tell which is which and what is what." The statement that there is something seriously wrong somewhere in connection with writing is too evident to admit of denial, and Mr. Bixler's effort to shed light on this important subject should meet with unqualified approval.

THE MODERN CORPORATION. A concise statement of the objects, methods and advantages of the business corporation. By Thomas Conyngton, of the New York Bar. Published by the Ronald Press, New York.

This book is intended for those unfamiliar with corporate organization and explains the general functions and good and bad features of the corporation. Containing much valuable information in small compass, it is invaluable to anyone interested in the subject of which it treats. It should be in the hands of everyone not thoroughly conversant with corporations, and as a book of ready reference it is adapted to the needs of those who are familiar with corporate management. The work contains twelve comprehensive chapters, beginning with "The General Nature of a Corporation" and closing with "Details of Incorporation."

Lessons in Lettering.

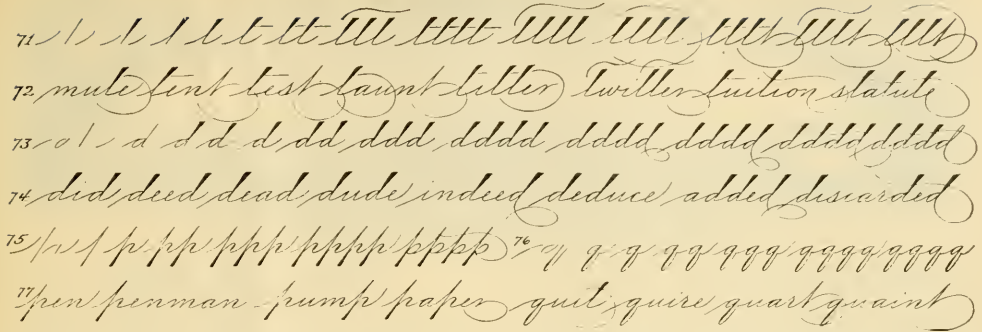
By F. W. TAMBLYN, Kansas City, Mo.

\$2000.

Bridgeport, Conn., Dec. 4, 1902.

On demand I promise to pay Chas. Romer,
or order, Two thousand dollars, value received, with
interest at six per cent.

Steve P. Gaskellson.



Copy 75. The long down stroke should be shaded, but all the shade should come below the base line. Make it square at bottom, even if you have to retouch it. Pause at bottom before you raise the pen. Make down stroke quick.

Copy 76. Very light shade on the long down stroke. Stop at base line in making the up stroke. Watch slant and spacing. Use a free movement.

Copies 72, 74 and 77. About the same size slant and spacing as copy. Practice at least ten minutes on each copy before you change. Unless you criticise you will not improve. Do your best. Earnest effort is the price of success.

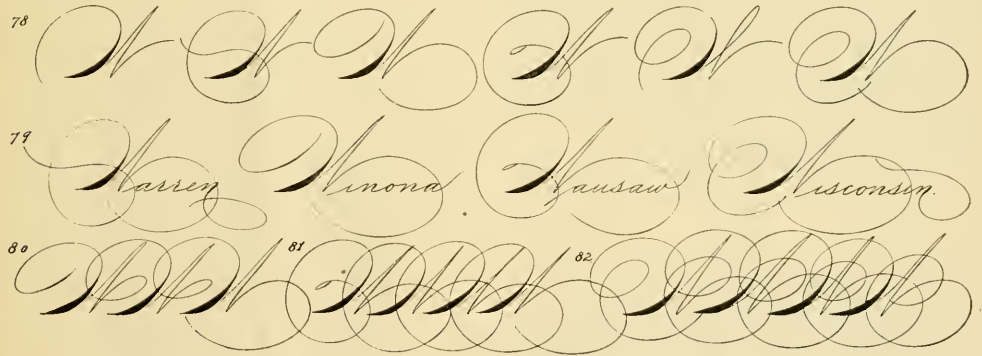
Copy 78. Use a good, free, rotary movement. See that the angle at top comes up as high as first part. The last stroke is made short, and notice how much it is curved at top. Only shade the first part. If you finish with an oval make it horizontal. This is a difficult capital. Give it lots of hard practice.

Copy 79. Make capitals large, but do not write the small letters too large. Remember your small letters must correspond in slant with your capitals. Movement, movement for the capitals.

Copies 80, 81 and 82. Some skill testing exercises again. Make them with a free movement. Mine were made entirely with the muscular movement and about one-third larger than they appear in *THE JOURNAL*. In these exercises you have a chance to raise the pen after each shaded stroke.

As the last exercise is much more complicated, or if it is a new one to you, it will require much more practice than the other ones. Sometimes you will find it necessary to write two or three pages before you will have thoroughly learned the exercise.

Usually a student will give up too soon on exercises like these and before he has really received any benefit from their practice.



The *News Edition* of *THE PENMAN'S ART JOURNAL* is particularly valuable to the school proprietor and to every teacher of commercial subjects, not necessarily to writing teachers only. It publishes all the news of the profession, convention reports, gives discussions by the eminent ones of the commercial training field, covering teaching, advertising, school management, etc., and happenings correctly garnered, that do not appeal to simply the student of penmanship. One dollar a year. How about your name and address on our books? We've carried the names of the leaders of the profession on our permanent list for more than twenty-five years and we want you—not tomorrow—to-day.

NEWS EDITION

PENMANSHIP SUPPLIES.

THE JOURNAL will send the following supplies by mail for the prices named: Stamps taken.

Soennecken Broad Pointed Pens for Text Lettering, set of 12, 25c.

Double Holder for Soennecken Pens—Holds two pens at one time, 10c.

Arnold's Japan Ink—Pint, by express, 50c.

French India Ink—1 bottle, by mail, 30c.; 1 dozen, by express, \$3.00.

Worthington's Gloss Ink—1 bottle, by mail, 27c.; 1 dozen, by express, \$3.00.

The Self-Help Club

Conducted by GEORGE S. MURRAY



SPECIAL PREPARATION.

General education is valuable only in a general way. Special and technical education should be added to general education in order to accomplish the best results. General education is the root and stalk, special education is the fruit and flower. One cannot very successfully specialize, therefore, without a more or less general education as a basis. He has no foundation, as it were. One's motto should be, "Know a little of *everything* and *everything* of something."

The world is full of opportunity for those who have a special training. Even without the general training that is so valuable one may, to some extent, specialize and accomplish magnificent results.

Success is the price of definitely directed, persistent, courageous labor. To be able to do a thing better than the general run of people is the key to success. Mediocrity is the bottomless pit into which so many young people sink and hopelessly remain.

To excel is to labor, to struggle, to push out to new and better things.

Any number of people complete a general training more or less successfully, but when they come to special preparation they fail. As I said previously, to specialize is to excel—to surpass in some one thing or a group of related things. It is a contest, a race, a trial for supremacy.

There are a multitude of things from which one may select a special course or calling. As I have before pointed out in THE JOURNAL, one must consult his tastes and his fitness and then decide as quickly as possible upon a definite line of special work and throw his whole soul into it, and keep at it with unrelenting toil. When once you have decided upon what you shall do, do not doubt your calling, but pursue it with a singleness of purpose and a loftiness of aim as one should who believes that he has found the best thing in the world. The vacillating man can accomplish nothing, for "A rolling stone gathers no moss." Get a bull-dog grip on your work and never let go until you have accomplished your end.

A man attempts to break a stone in the laboratory. He strikes it once, twice, three, four and even twenty times, and it seems no nearer breaking than before. He gives it twenty more well-directed blows and still it does not yield. Again and again he renews his efforts to crush the hard substance until 124 blows are struck. He stops to breathe and examine the rock, and it seems to have been unaffected in the least. With another positive, decisive blow, the stubborn stone breaks into a dozen pieces. Had he spent his energy pounding the floor or beating the air he would have been pounding yet with his object unaccomplished.

Decide upon something and decide now. Shut your teeth and go into the struggle as one who believes in himself and humanity and expects he shall win.

The whole atmosphere of civilization to-day is one of specialization. Formerly, under more primitive conditions, all one's clothing, food and education he got at home. Now he gets his clothing at one place, and it in turn is made by many

special hands; his food from all the corners of the earth, and his education from as many different sections. All this has called for tens of thousands of departments of special labor and special fitness. The one thing that differentiates the economic conditions of to-day from those of previous days is the division of labor and the attendant specialization.

In witness of this, see the technical departments that have grown up in all colleges, civil, electric, mining and bridge engineering, courses in commerce, etc., etc. The best illustration of the rapid growth of specialization and its value is shown in the work of the stenographer. After a course of ten months careful training in shorthand and typewriting he is able to enter an office and do valuable and efficient service at a handsome salary. Where, heretofore, has such a limited and special training brought such results? George B. Cortel-you, through specialization in shorthand and typewriting, rose from a position in a government department to be its head. Of course, he had ability and studied during his spare hours, but without his having made a specialty of shorthand it is not likely that he would have risen as he did.

Carnegie made a specialty of steel manufacture, not a half dozen things as some do, and see his marvellous success! His sage advice is, "Put all your eggs into *one* basket and *watch* that basket." Rockefeller made oil his special study; Vanderbilt, transportation; Roosevelt, government; Wanamaker, department stores, etc., etc. Behold their achievements!

The compound of success is not formed by any alchemy of magic; it is composed of definite, well-known omnipresent factors—health, intelligence, education, courage, honor, persistence. Direct these toward a specific end and the result is pre-determined.

We shall next discuss *habit*. Let us be thinking about that important topic.

INVITATIONS RECEIVED.

The graduating Class of Patrick's Business College requests the honor of your presence at its Commencement Exercises, Thursday, September 8, 1904, at eight o'clock, Auditorium, York, Pa., High School.

You are cordially invited to the Second Annual Commencement of the Coatesville, Pa., Business College, Friday evening, September 23, 1904.

Hill's Business College, Sedalia, Mo., Reception, Friday evening, September 30, 1904.

The Faculty and Graduating Class of the Harlem Commercial Institute, request the favor of your presence at the commencement exercises, Thursday evening, October 13, 1904, at eight o'clock. Y. M. C. A. Hall, No. 5 West 125th street, New York.

You are cordially invited to attend the Fall Entertainment given by the students of the National Business College, Friday evening, October 14, 1904, at 8 p. m., at the National Business College, Quincy, Ill.

Pennmanship

Robert D. Brown

Specimens

Theory directs and
Art performs

Dr. W. B. Garrison

Uplift the mind and
Train the hand

The Pennman's Art Journal

A. C. Williamson

Augment

Hon. A. E. Bryant

Dr. Geo. W. Webster

H. C. Healey

Rapid Printing

POLICY ENGROSSING.

By H. W. STRICKLAND.

Policy Engrosser for the Conn. Gen. Life Ins. Co., Hartford, Ct.

IN this course of lessons it is actual work that you see. The copies are not "fussed" up, but are written at the rate required in regular work. One is deprived of the guide lines on the policies; therefore, I would suggest that you practice some of this lesson without the guide lines, aiming to get even spacing and equal height.

Names are very important in this class of work, and if well written appeal to the insured indirectly, the same as artistic advertising cuts appeal to people of good taste.

And who is there among us that does not admire the beautiful in line and shade. Put some beauty into your work and you will find more beauty in life.

Work for criticism, including stamp, should be sent to above address.

*A. B. Camp D. E. Farr
G. H. Inness J. K. Ladd
M. N. Otto P. D. Raphael
S. T. Wichin W. H. Young
Zenith*



WE don't wish to be too particular, but there are some things we must insist upon. Not long ago we received a postal card from a gentleman in Keokuk, Ia., written in a good business hand, asking for a sample copy of *THE JOURNAL*, but failing to put either date or address on the letter. Our obliging Uncle Samuel, however, supplied this deficiency for him.

One of our Michigan friends seemed to feel that he had been slighted by our mailing department and wrote us in this wise: "I have not received the *ART JOURNAL* sence last June. I wate your pleasure." It is needless to say that duplicate copies were mailed him immediately, as the wateing process must be painful.

There is a great deal of difference between men. Some require considerable space to say nothing, while others express themselves clearly and concisely. One of our St. Louis subscribers does not beat round the bush, but comes right to the point when he writes: "To *THE PENMAN'S ART JOURNAL*, they wount be no renewal." And they wasn't.

A Kentucky scribe, in a wonderfully flourished, but almost illegible letter, writes as follows: "Having learned of your paper on ornamentry penmanship, I address you at once in regards to same. Possessing a talent for this art I desire to develop it. I can do some of the work already, but want to learn it out and out. I have been try to find a manual on this work but have never been able to find one as yet." To the average person about to write a letter in the ornamental

style of penmanship we would offer the advice given some time ago by a sage to young men about to marry—don't.

Texas also has a fancy penman who bears a close resemblance to the great Napoleon—in the matter of spelling—and he wants to know if we publish a "family record similar to that gotten out by Brown & Jones." We don't. He also says: "I was handed a copy of *THE JOURNAL* and think it O. K. I intend to take a coarse in penmanship through your paper." Penmanship is a noble art, but a handsomely written yet poorly spelled letter would jar far more than though the words were scrawled illegibly.

LEADING PENMEN AND ENTHUSIASTIC JOURNAL CLUBBERS.



A. K. Feroe.



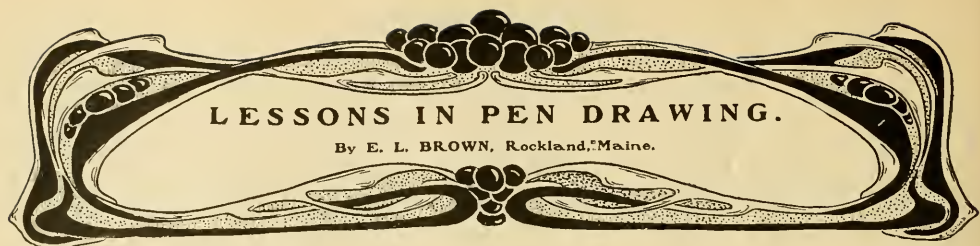
W. H. Callow.



C. L. Newell.



A. Rheude.



WILD ROSES.

STRENGTH and delicacy are the characteristics of the line treatment of the design given in this connection.

Note especially the pleasing effect of light and color, and the softness of the tones.

Do not add a pen stroke until your pencil drawing is complete in all the details that you may be able to proceed with the inking with a definite knowledge of the result to be acquired.

Aim for a graceful, natural arrangement of the leaves and roses, give the color special attention, and make strong, forcible lines in treating the various tones.

It will be observed that the lines on the roses are short and parallel and all follow the same general direction. Wild roses are very decorative, and can be used in designing and engrossing very effectively.



E. C. Davis, recently of the Blair Business College, Spokane, has associated himself with the Northwestern Business College of the same city. He has been succeeded in Blair's College by A. H. Dixon, formerly of Marion, Ind., but more recently of the Holmes Business College, Oregon. Mr. Dixon will be assisted by C. E. White, of the La Grande Business College, and formerly a graduate of the Blair school. Miss Edith Thompson, formerly of Minneapolis, Minn., will have charge of the English department.

Principles - U C

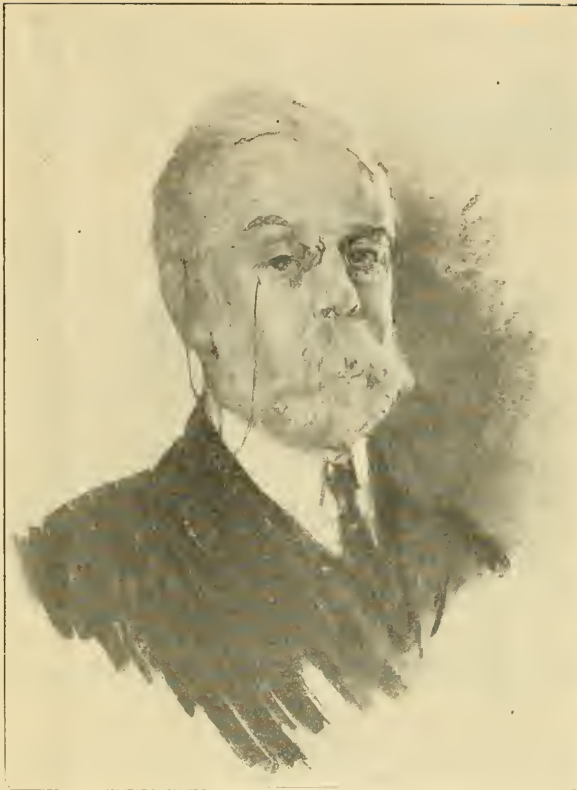
A B C D E F G H I J K L M N O P Q

R S T U V W X Y Z & - Madarasz
a b c d e f g h i j k l m n o p q r s t u v w

x y z 1 2 3 4 5 6 7 8 9 0 \$ Vertical - Good

Rapid Marking Alphabet - C.O.V.

Suitable to any slant - Shaded Base



Sketched from life by R. B. Farley.



IS MY SPECIALTY.

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100 blank cards, 16 colors, 15c., postpaid.
1000 blank cards, by express, \$1.00.
1 bottle glossy black ink for 15c.
1 bottle white ink for 15c.
1 oldique penholder, 10c.
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Fits the arm snugly. Needs no pinning nor tying. Just slip them on and the special elastic goring does the rest. Made of duck in white, brown and black. Easily laundered. Small, medium or large size. Sent postpaid for 25 cents a pair.

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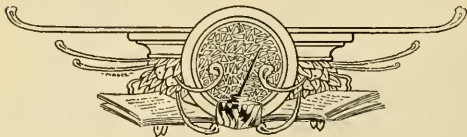


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THE WOMAN IN BUSINESS.

By NINA HUDSON NOBLE.



NOSCE TE IPSUM.

Our Latin heading translated means, "Know thou thyself," or freely, "Know thyself." This was an answer given from the Delphic oracle in the days when Greeks and Romans believed in the mysterious murmurings which the priestesses translated to the travelers; their question was the same as is now so often repeated, "How can I be famous; how can I succeed; how can I influence the gods to prosper me?" Then came this answer, "Know thyself."

Many of you feel that if any one knows you, you do yourself, and this is true to a certain extent, but there is no one who is so well aware of the smallness or the capacity of your nature; of the extent of your capabilities, or the limitation of your knowledge as your mother, who has nurtured you and befriended you since babyhood.

Yet it is your duty to watch yourself. Learn whether you are apt to make promises and not keep them; whether you are too critical so that you lose half of the enjoyment of life. If you find any of these faults are yours, begin at once to overcome them.

But this was not just the mainspring of the little talk I am to have with my girls to-day. What I wished to call your especial attention to was the knowledge of the career you were best fitted for.

Many of our artists are scrubbing floors; our model farmers' wives are playing lady with much uneasiness and little success in society; many of our girls who would be teachers of unusual merit are working in the factory; many a college student who is cheating herself of good health is struggling with her Greek and Hebrew, when her natural tact would make her a better clerk, while there are girls without number who would be graduates with degrees had they known what their mental and physical strength would allow.

As every young girl begins to think for herself relative to her future, she stands, as it were, upon a threshold ready to pass through the household gate into the busy, throbbing world; and, as she takes the forward step an implement is handed her—Time. Some are fortunate in having two implements—Education as well as Time. Her abilities are the marble with which to work. One will disfigure the marble so that it will be with form yet useless; another, in cutting and chiselling, will have nothing but chips; while still another may work more slowly and carefully until a beautiful statue is the result of her labor.

Why did not the first sculptor succeed? Her materials and tools were the same. Simply this, dear girls: Because she was not aware of what she could do; she did not know the value of her modelling mallet, Time. The second worker's labor was as futile because she wasted her material, knocking here and tapping there, until nothing but chips remained; but, in the case of the third, she knew how precious was time and how valuable her abilities could be if she but used them knowingly. Consequently no disfigured piece of marble, no heap of broken stone lay before her, but a form of beauty.

So we all, young women, can put the same materials which we, too, possess, to the same use.

It is as necessary to-day for the girl to know what line of

work she is to pursue as it is for the boy. She should discover what branch she is best fitted for and then strive to perfect herself in her special field. Often this seems impossible because of her circumstances which at the time prevent her from pursuing her choice of occupation, but her motto in such a case should be: "I will find a way or make one."

Emerson says: "Do that which is assigned you and you cannot hope too much or dare too much." I believe that everyone can do some one thing better than the general drift of mankind.

God has given each one of you, my friends, some special gift or talent. It may be to cook; to sew; to teach; to measure cloth; to have unusual speed upon the typewriter; to write beautifully; to sing; to play some musical instrument. Each talent is a gift. If you can cook better than you can sing, perfect your cooking and do not envy the singer; if you can please customers and fit gloves better than you can pass state examinations for teaching, choose that line and make it a better occupation for you having been a clerk.

If you are to be a business woman, do not be a Jill-at-all-trades. Having found the purpose, do not dally with it. Go about it with your whole soul. Perfect your education and Fortune will seek you.

What a great discrepancy there is between the ideals of our young girls and the results which they achieve when older; and all because of the difference in their power to call together all the magnetism of their abilities and centre it upon one point. Such a force must find a way and then they will pass through the door to the best possible condition.

You may long to be a Calve, but because you have not the voice you cannot be. You may be unusually accurate in mathematics, however. This is as truly a gift and you must focus your life's camera in that direction. With you all there should be a definiteness of endeavor, no matter how broad in culture you are, so that all subordinate elements that go to make up your lives will be the notes that shall make the chords of one grand theme that shall at last find expression of your true selves.

That this may be true, that you may live your life without waste of time and with enjoyment, that your model may be beautiful, that your life may be one grand harmony, know thy talent, know thyself.

Do not forget that the date of expiration of your subscription is printed on the wrapper each month. This is done to keep you constantly informed as to how your account stands with us. If you will remit about a month before the date shown on the wrapper any possible danger of your missing a number will be avoided.

PP on your wrapper means that you are on the Professional List and that subscription will be continued until definite instructions to the contrary are received. The date shows the time to which your account has been credited. The price is \$1 a year, invariably in advance, and our friends are kindly requested to make prompt settlement, and save us the trouble and relatively large expense of keeping track of these little accounts.

"Your annual announcement is at hand, and promises a great many good things for the coming year. I have no doubt that these promises will be fulfilled to the letter, thus making *THE JOURNAL* an almost indispensable aid to live teachers and pupils."—A. L. Gilbert, Gilbert Commercial College, Milwaukee, Wis.

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PRODUCT WORK FOR ACTUAL PRACTICE.

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The product work for the present school year will consist of a series of letters in actual business practice. In this issue letter No. 3 appears: H. B. Ferris, of Denver, Colo., orders from Jones & Co., of Chicago, Ill., 1,000 pounds sugar cured hams.

Denver, Colo., Oct 3, 1904.

*Messrs. Jones & Co.,
Chicago Ill.
Gentlemen:*

*Please ship 1000# sugar-
cured Hams, your quotations of Sept 30th.
Yours very truly,
H. B. Ferris.*

Letter No. 4 of this series will appear in the December number. It will be a letter from Jones & Co., of Chicago, Ill., advising H. B. Ferris that shipment of the hams has been made.

In answering advertisements, please mention the PENMAN'S ART JOURNAL.



?

THE cost of a typewriter is not merely the price. Consider the quality and amount of work it does; the time it saves or loses; how it economizes or wastes ribbons and supplies; and, how well it wears. The lowest-price machine may be mighty expensive in the end, while a higher-price one may pay dividends. A little investigation will show that

The Smith Premier

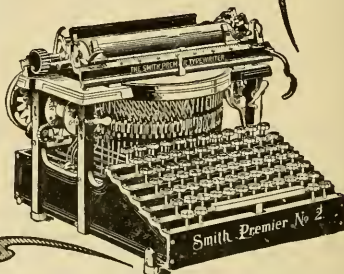
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Write to-day for our little book which explains why. High-Grade Typewriter Supplies. Machines Rented. Stenographers Furnished.

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Home Office and Factory, Syracuse, N. Y.

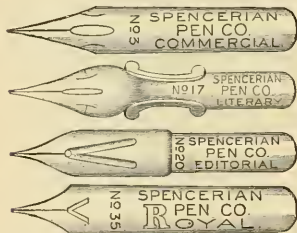
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Lessons Weekly with Red Ink Criticisms of practice work. Personal attention to each student. Copies fresh from the Pen. Finger Movement quickly broken up and Muscular Movement made easy. Correct forms of letters taught, clear instructions for every copy. Beautiful copies, graded to suit individual. Keep up your practice and improve after you leave school. No failures. A good hand guaranteed or money refunded. Six months course in Business writing, \$5.00; Ornamental, \$7.00. Diplomas free. One of our superior pen-holders and a package of our smooth writing Business Pens given free to each student. We also teach Pen Lettering, Round Hand, Script and Artistic Card Writing.

Send for our free circulars.

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Rochester, N. Y.

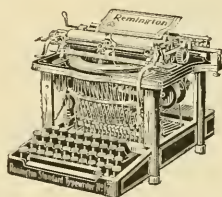
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to be obliged to write to a school principal and tell him that we have no teacher on our list who EXACTLY fills all of the requirements for a vacancy. We've had to do this very thing several times lately, and we'll continue to do it until we secure a sufficient number of teachers with the right qualifications so that we can conscientiously fill all of the places sent to us. And hence this advertisement. We want teachers; we want good teachers, experienced and inexperienced; we want them with all sorts of combinations, (we've filled vacancies for teachers of shorthand and Latin, shorthand and algebra, etc.) Calls for teachers are coming to us daily from everywhere, Maine to Honolulu. We must have good teachers for these positions.

Free Registration So confident are we that we can place practically every good teacher and well-prepared graduate that we make the following offer: We will waive the \$2 registration fee and allow this to be paid with our 4 per cent. commission (one-half in 30 days, one-half in 60 days after beginning work). This offer applies only to those who, after investigation, we accept as suitable candidates for our lists.

Keep registered with us the year round—to secure a place if you're now idle, or to better your position if you're employed. Probably the "hurry-up" call of last week, that gave us pain to answer and say we had no candidate on our lists who met all of the requirements, was exactly the opening in salary, work, climate, etc., for which you've been longing and hoping for years. And "sometime" you are going to begin to look around for just such a place. If you had been on our lists the place would have been yours. It might have been the turning point in your life had you secured it. This is the whole story. Write to-day. It costs nothing, so don't delay.

The School Exchange Department is maintained to sell school property and to aid in forming partnerships. Some choice bargains are offered. Write for information.

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B URNT LEATHER CARD CASES for Christmas, 25c., 35c. and 50c. each. Hand colored name burnt on free.

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B EST FOUNTAIN PEN. The wonderful new patent "Writewell," 75c. to \$4.00. Agents wanted.

B ENT—If you are bent on having the finest eraser and cleaner send 10c. for sample "Erasit."

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This book was prepared by W. P. Richardson, LL.D., Dean of the Brooklyn Law School, Brooklyn, N. Y., and came from the press in 1900. It contained so many decided improvements as a text book in this branch, that it found an immediate and an extensive adoption. We are now filling orders from the seventy-fifth thousand.

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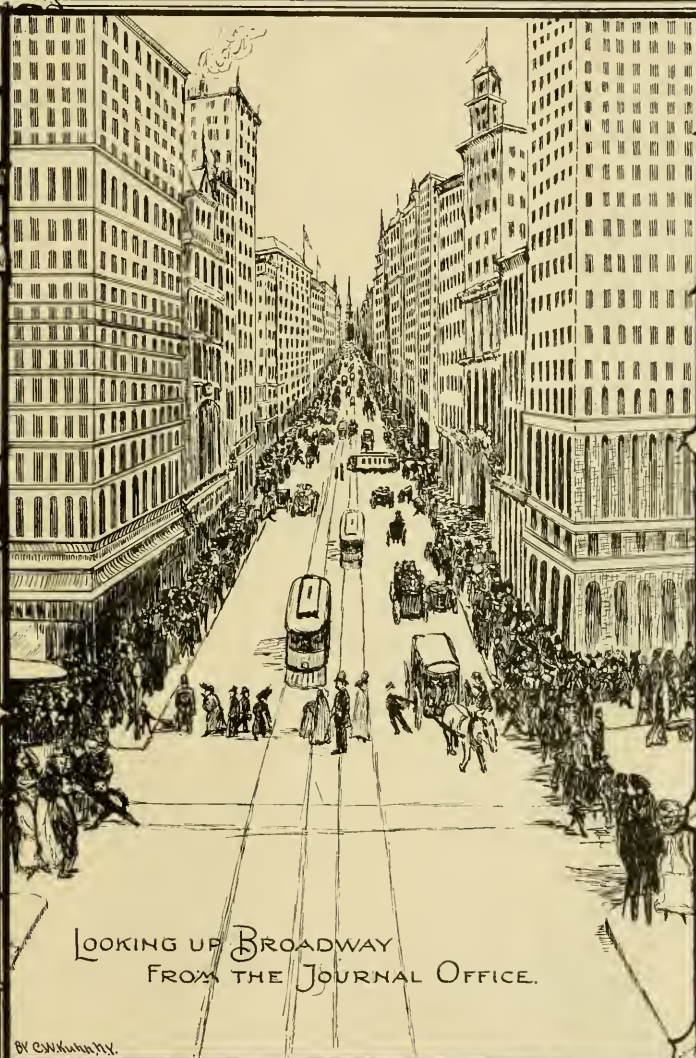
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Correspondence is solicited from teachers and school officers. Inquiries from students will not receive attention.

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PENMAN'S ART JOURNAL



VOL. 29 CONVENTION NUMBER NO. 5
1905 JANUARY 1905
203 BROADWAY, NEW YORK

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and 2 Complete)60	(Cloth, 50c.)40
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Write to us TODAY. Ask for an "Enrollment Application."

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THE PENMAN'S ART JOURNAL

TWENTY-NINTH YEAR.

JANUARY, 1905

D. T. AMES, FOUNDER AND CONTRIBUTOR

IT has long been the custom to dedicate the first day of the new year to the making of resolutions, presumably good. We fail to see that the first day of the year possesses any inherent virtue which makes it specially adapted to the forming of good resolves. In fact, more New Year's resolutions are broken, probably, in proportion to the number made, than of any other kind. The reason for this is not far to seek. With the best of intentions in the world, under the influence of the glad holiday season, we manufacture a long list of resolutions which we should know, upon sober second thought, we shall never be able to keep. Men rarely become good all at once. The acquisition of virtue is a slow process, even with the best of us. It is vastly better to make one new resolution, a good one, at the beginning of the year, and keep it, than to make a hundred and break them all. We can commend the spirit of the man who concedes to himself that he has a hundred faults that should be corrected, but it isn't exactly conducive to strength of character to make resolutions and then break them. After all, the time to make a good resolution is when one sees the need of it. If a man breaks his bad habits off one by one as they become apparent to him, he will never have to enter the wholesale resolution business on New Year's day.

THE JOURNAL has prepared for its readers many new features for 1905. Without regard to expense, it has always been the policy of this magazine to give its subscribers the best that can be produced by the leading business writers and pen artists of the country. Men who have never contributed to any other publication have been induced to favor our readers with specimens of their work. We believe that our programme for 1905 is fully up to the standard we have set for ourselves. In this issue we have commenced a series of lessons in business writing for beginning pupils by that well-known penman, L. E. Stacy. Mr. Stacy is one of those instructors who possess in a rare degree the ability to produce results, and his work will be appreciated by all beginning pupils in writing. For those interested in pen drawing, a lesson is given by R. W. Magee, of Toronto, who is well known as an able illustrator. A master of the subject himself, he presents it in such a manner as cannot fail to be in the highest degree beneficial. If you are a teacher, don't fail to tell your pupils about The Journal and its work. If you are a pupil, tell your friends.



THE claim of The Journal upon the teacher for support is based upon our ability to be of benefit to both the pupil and himself. If we help the pupil we help the teacher and increase the efficiency of the school. For the teacher, the getting up of a club is nothing more nor less than a business proposition. It is of inestimable benefit to the pupil to have at his disposal some book or magazine that can be depended upon to present to him at all times the best work of the masters of business and ornamental writing. This The Journal does. That we can be of service to the teacher is no discredit to him. He cannot give his undivided attention to a class of fifty or one hundred pupils, both in the schoolroom and out. The Journal has no thought of taking his place in the classroom, for there is

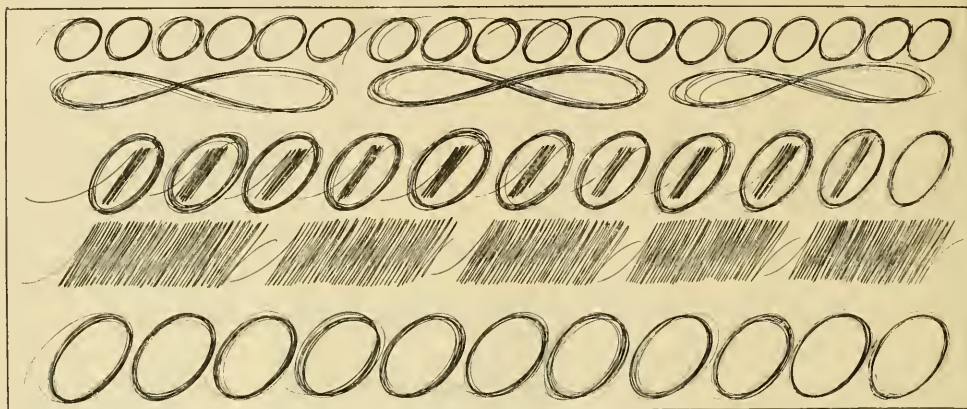
nothing quite so beneficial to the pupil as an energetic, enthusiastic teacher. We want to help him do his work in such a manner as will produce the best results. With twenty-eight years of successful experience behind us, and the indorsement of those instructors who have during that period achieved the greatest results in their field of endeavor, we feel justified in making the claim that we are not unfaithful to our mission, and that we are living up to the principle which we have ever kept in view—to be of use.

WE are always glad to make changes of address, but it is impossible for us to know when one of our subscribers has moved unless he advises us. It is not unusual for us to receive a letter reading something like this: "I have not received my copy of The Journal in three months. What is the matter? Please have it sent in future to such a number, on street so-and-so." And, more than like-

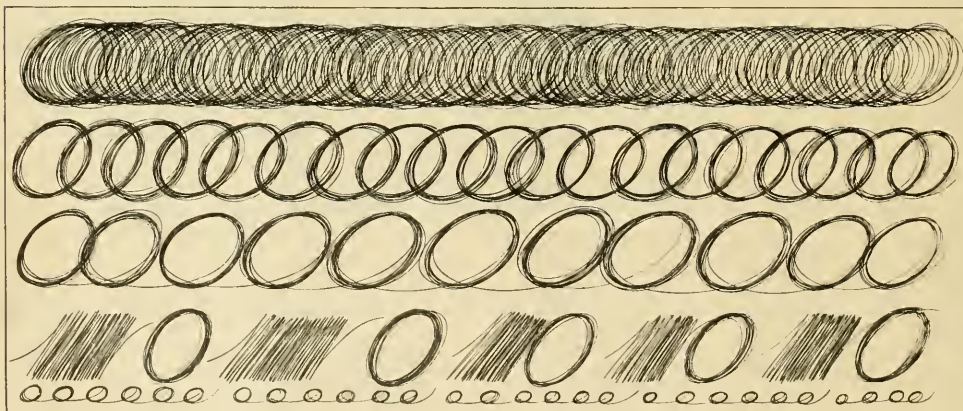
ly, he feels hurt because our supply of back numbers has been exhausted and we are unable to supply those he has missed. If he had notified us of his change of address at once this difficulty would have been avoided. We shall also consider it a favor if subscribers will advise us by the 15th of the month of issue in case their copies have not reached them by that time. We want everyone of our friends to receive twelve numbers of The Journal, but it is not always possible to supply missing copies later than the month of issue. We also notice that many subscribers do not watch the date shown on the wrapper, and after the subscription has expired write us asking why The Journal has been stopped. We always stop the regular subscriptions upon expiration. Watch the date on the wrapper!

Rapid Business Writing for Beginning Pupils.

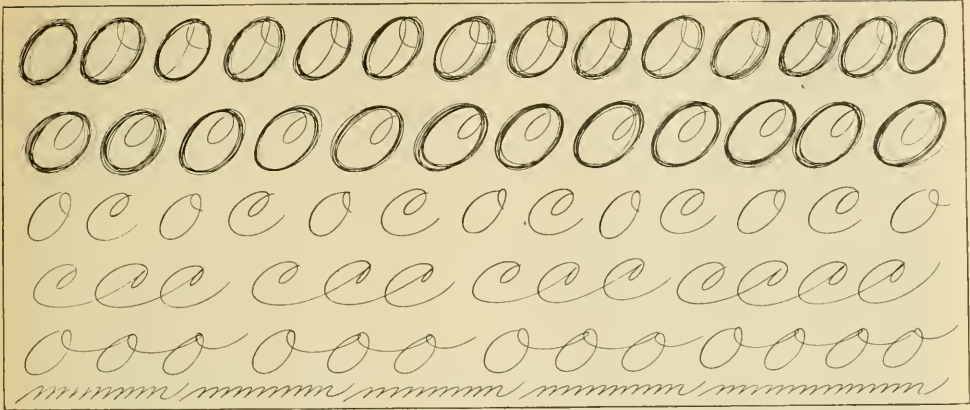
By L. E. STACY.



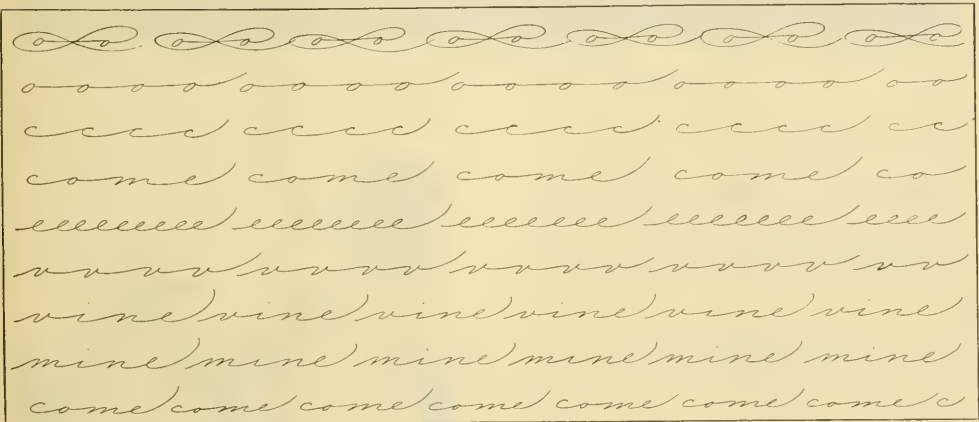
Movement is the first essential in learning to write a business hand; without it you will never acquire the smoothness and lightness of touch that produce the finished product. Careful practice of movement exercises will lead to skill in the execution of capitals and small letters, but you must practice carefully and intelligently; never scribble. Do your best at all times, and a good business hand will be your reward. In Plate No. 1 we have, first, the oval exercise. Make ten revolutions on each oval; watch your movement and manner of holding the pen. The second exercise deserves your attention, as it is usually a hard exercise for the beginner. Be sure that you get a straight up and down motion; no side motion. Study the form of the remaining copies in this plate, and compare your work with the copy frequently. Make page after page of these exercises, and always do your work neatly. Never do messy, dirty-looking work: it leads to bad habits.



The continuous oval is the teacher's favorite. You cannot make it too well. Watch position, pen-holding, etc. Study the copy carefully. No. 2 can be made to show up very nicely if you are careful. Make copy No. 3 without lifting your pen from start to finish. Get the swing and life to your work. Don't try to cheat yourself into the belief that you are making the exercises with the proper movement if you are not. Study line No. 4. It is a splendid movement producer.



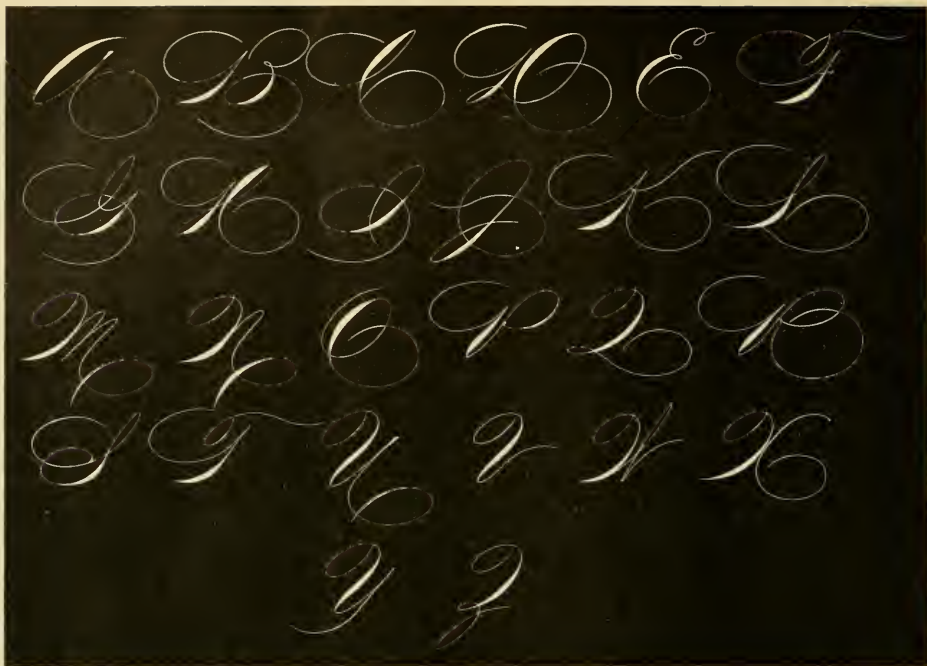
Apply your movement to letters as soon as possible. Study the different forms. You can make them as well in two or three months, if you will put forth the proper effort. These copies represent ordinary, everyday work such as you must acquire before you can call yourself a fair penman. They are not drawn out, but written as we want you to write them. Make ninety or one hundred capital O's and C's per minute, and see if you can keep a smooth line and fairly good forms. Don't let your work get scratchy. Keep it smooth and the lines firm. Master all of these copies before the next issue of *THE JOURNAL* reaches you, and you will have a fine start toward acquiring a money-producing style of penmanship.



These copies must be written with perfect freedom to attain desired results. Throw the scratchy, hesitating, finger movement away and put life in your work. You should be able to imitate the copies, if you have given movement the proper attention for three or four months. If you cannot do so, take an inventory and see what is lacking. Are you holding your pen and hand correctly? Can you improve on position? If you don't know, find out. If you expect to become a good business penman you must soon be able to imitate these drills. Now is the time to get busy.

Banking Bonds, Postal

Engravers' Script by Horace G. Healey.



Ornamental Capitals by J. D. Todd, Newark, N. J.

In consideration of the application for this Policy and

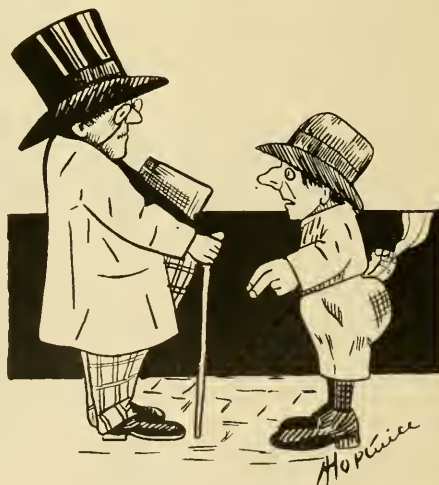
POLICY ENGROSSING.

By H. W. STRICKLAND.

Policy Engrosser for the Conn. Gen. Life Ins. Co., Hartford, Ct.

A SIMPLE line of script writing, but see if you can't make something out of it. Try to beat the copy and then try to beat everything else that you see of a script nature. Although you may not always succeed the trying will do you good. Don't be afraid of hard work. You can't achieve success without it, either in script writing or in anything else. It isn't what we do the first time that counts, it's the final results. Work, and work hard. When you have made one copy, study it and note wherein you have fallen short of perfection. Compare it with the copy and then try it over again. Anything that is worth having is worth working for. To acquire the ability to do script work well will amply repay you for the effort you must put forth to secure the best results.

Later I will show some actual policy work. That requires uniform body writing, so see what you can do along that line.



NOTHING DOING.

"Say, is youse one of dem religus guys?"

"Yes, my boy."

"Well, den, gimme a quarter an' I'll quit smokin'."

"I would, my boy, but the Bible says nothing about smoking."

By C. C. LISTER.

Handwriting practice lines showing cursive letter formation for 't' and 'q'.

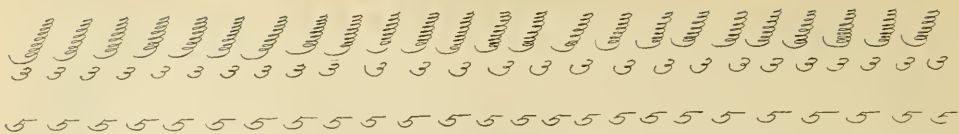
7...7 7

Q...0 0

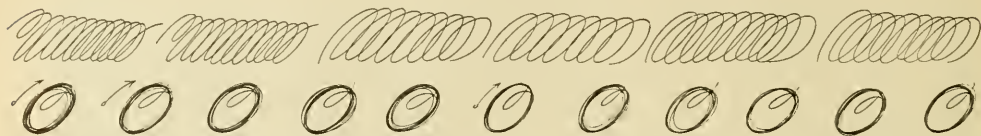
G...6 6

[illegible]

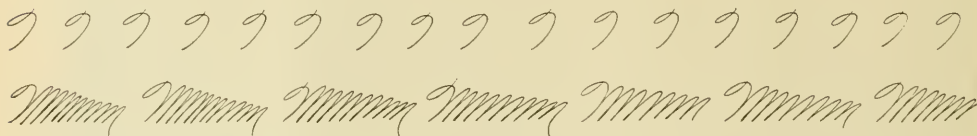
Figure two is generally considered a difficult letter. It should be made quickly, beginning with a dot and ending with a straight line. Make at least two pages before beginning another. Combine with other figures. The eight is made like the printed form of the Capital S, with a straight upstroke passing through the letter. Beginning and finishing strokes should cross. Try the combinations. Five starts out like figure one, comes down half way, retraces half of first stroke, and finishes like first part of the two. Complete the figure with a good sweep. Combine with others.



The three starts out like the two and finishes like the five. Keep middle loop to the left on a line with beginning. An entire week should be devoted to the figures.



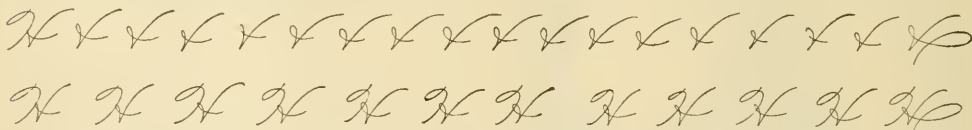
Eleven capital letters begin with the first down stroke of the reversed oval, as shown in the first line of the next plate. To prepare for this principle, fill one page with each of these two lines.



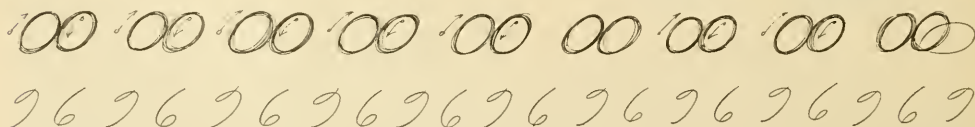
Several pages should be made of these exercises. The top line would answer for the class recitation and the lower line for the home work. Watch carefully the slant of beginning oval.



The capital N is a union of the first line in previous plate (which we shall call Principle 1) and a similar stroke, minus the oval. Second stroke is nearly as high as first. If we repeat the last stroke we shall have the M. Keep both letters narrow.



Principle 1, plus character &, with a long and well-curved beginning stroke, makes the H. Practice as shown in line one. Make three pages of line two.



Principle 1 and figure 6 backed up together make the X. Prepare by a thorough drill on first line.

Q Q Q Q Q Q Q Q Q Q Q Q Q Q
 1 2 2 2 2 2 2 2 2 2 2 2 2 2

Make two pages of line one. The Q consists of Principle 1, with a horizontal loop and stroke. Make two pages.

V V V V V V V V V V V V V V V V
 V V V V V V V V V V V V V V V V

Line one, while specially designed to prepare for the V, is a very valuable exercise to develop skill in executing any of the letters. Make many pages. Keep the V narrow, and let the finishing stroke come well up.

U U U U U U U U U U U U U U U U
 U U U U U U U U U U U U U U U U

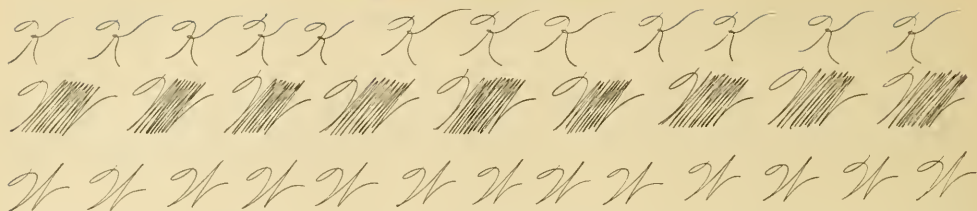
If the second stroke of the V be made straight and then retraced like the A, we shall have the U. Keep letter narrow and second part as high as the first. Inverted, the letter is a capital N.

Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y
 Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y

Put a handle on the U and we have the Y. Finishing loop crosses on the base line.

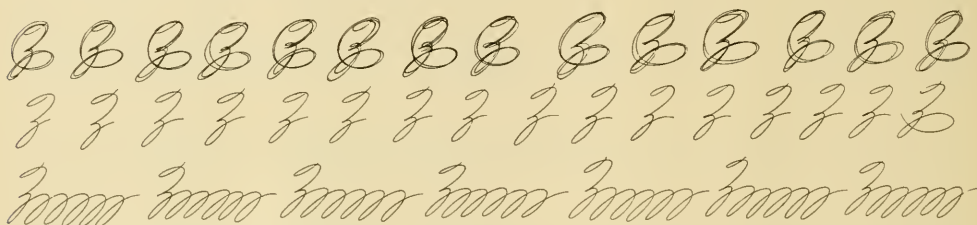
Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y
 U V Y U V Y U V Y U V Y U V Y U V

A further drill on three preceding letters. An entire page of each line should be made.

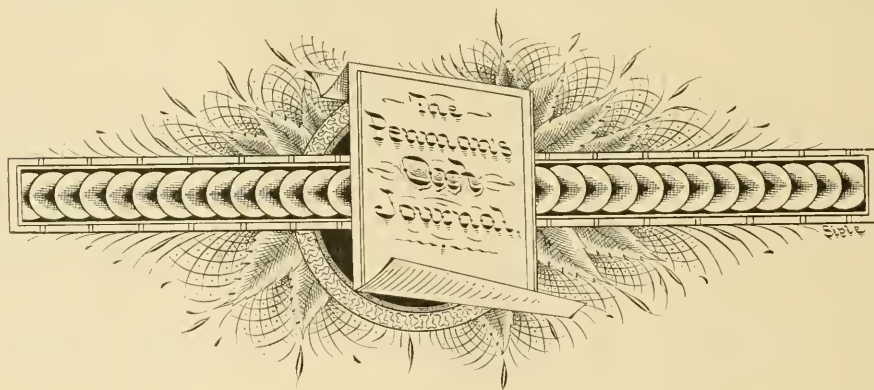


K, like H and X, is made up of two parts. The last part starts down like the second part of the H, but connects with the middle of the first line, instead of going to the base line, and then finishes like the capital R.

Keep second part of W as high as first part, and the finishing stroke two-thirds as high. Letter should be well spread out, and should sit up firmly without a falling appearance.



Next to the Q and X, the Z is our least frequently used letter. It begins like the W and ends like the Y. Keep top and bottom well proportioned. The traced letter is an effective drill. Make two pages of the second line.



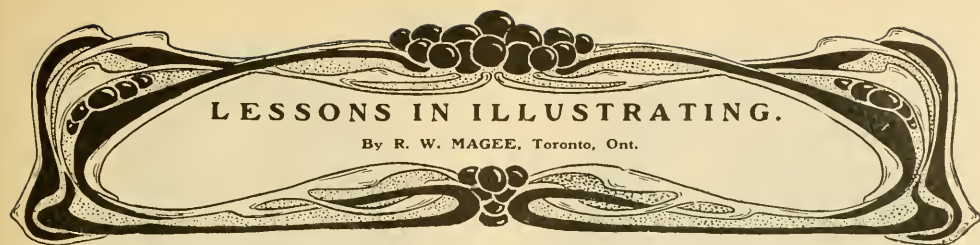
By J. F. Siple, Quincy, Ill.

San Augustine, Fla., June 1, 1902.

Varnum & King, -

Please pay to Thomas Ramsey Seventy-five Dollars in merchandise and charge to my account.

William L. Smith, Sen.



LESSONS IN ILLUSTRATING.

By R. W. MAGEE, Toronto, Ont.

THE PERFECT HEAD.

NO feature is of more importance to the illustrator than the study of the head, and none is more difficult.

It is the chief organ of the human figure, which is the noblest object of creation. With a full and serious realization of the subject now before us, let us begin.

Study the heads of the masses of people about you. Note carefully the outline, proportions and individual features of each, and then answer the following:

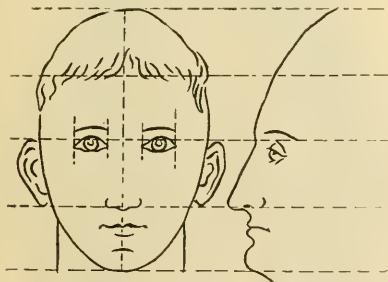
1. Do you find them all alike?
2. Do you find any alike?

To both questions you answer, No. What, then, must we conclude from these observations? It is this: That all heads differ from each other in some particular, and that each has an individuality of its own.

Since, then, all natural heads differ in proportions and structure, it is evident that we must study them and learn to represent them as they really are. Your work as a coming illustrator is to represent what you see in the most truthful and accurate manner.

In the leading art museums of this and other countries are found many plastic reproductions of the antique heads (heads of ancient gods). These heads we call perfect or ideal heads because they were so considered by the ancient sculptors who made them. They exhibit all the beauty of curve and the symmetry of proportion that the master hand of the artist could bestow upon them. It is these antique or perfect heads we wish to consider in this lesson.

These heads being modeled according to a fixed code of proportions, our first step is to ascertain what these proportions were that the ancient sculptors adopted and so faithfully observed in their work. Different ages have brought forth different codes of proportions, but we will consider the one most generally considered reliable. These proportions relate to the entire human figure, but we will consider only those of the head at this stage of the work.



Ex. 1. The Perfect Head.

Exercise 1 illustrates the following proportions: The distance from the tip of the chin to the top of the crown constitutes the height of the head. A straight horizontal line passing through both eyes shows the greatest width. The outline of the head might be represented as egg-shaped. Notice that the head from the top to bottom is divided into

four equal parts. Beginning with the lower point of the chin the first division extends to the bottom of the nose. The second division extends from this point to the top of the nose. The third division occupies the space between the top of the nose and the top of the forehead or the roots



Ex. 2. The Caricature Head.

of the hair, whence the fourth division runs to the crown of the head.

Notice also that the greatest width of the head (the distance across the eyes) is divided into five equal parts, the second and fourth parts being occupied by the eyes.

The eye is taken as the unit of measurement. The mouth is one and a half times the length of an eye. The mouth in profile is half as long as in front view, but is the same in height. The nose is an eye in width and two in length. The ear is two eyes in length and one in width. The ear occupies the same space in height as the nose.

The lower division of the face is divided into three equal parts, the mouth being one-third of the distance from the nose to the tip of the chin.

Now let us consider the practical side of this lesson. You are training for the profession of illustrator. Of all the heads and faces you may be called upon to draw, not one of them is ideal. Not one head in a thousand conforms to the proportions of the ideal. Draw, then, as you see, and refrain from idealizing.

It is important, however, that you should be familiar with the proportions and characteristics of the ideal head, that they may serve you as a guide and be a strong stimulus to well-directed effort.



R. C. SPENCER,
President of the Federation.



A. H. HINMAN,
President of the Penmanship Section.



A. N. PALMER.



H. M. ROWE.



C. C. LISTER.

NINTH ANNUAL CONVENTION OF THE National Commercial Teachers' Federation

Chicago, Ill., December 26, 27, 28, 29, 1904.

SESSIONS HELD IN CHICAGO BUSINESS COLLEGE.

OFFICERS FOR 1905.

Officers of the General Federation.

President, C. P. ZANER, Columbus, Ohio.
First Vice-President, F. B. VIRDEN, Chicago, Ill.
Second Vice-President, W. O. DAVIS, Erie, Pa.
Secretary, J. C. WALKER, Detroit, Mich.
Treasurer, C. A. FAUST, Chicago, Ill.

Officers of the Business Teachers' Ass'n.

President, W. E. WHITE, Quincy, Ill.
Vice-President, W. S. ASHEV, Bowling Green, Ky.
Secretary and Treasurer, G. E. KING, Cedar Rapids, Iowa.

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Secretary, W. I. TINUS, Chicago, Ill.

Officers of the Private School Managers' Association.

President, ENOS SPENCER, Louisville, Ky.
Vice-President, D. I. ROWE, Milwaukee, Wis.
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Officers of the Penmanship Teachers' Association.

President, F. F. MUSHRUSH, Cleveland, Ohio.
Vice-President, BURT GERMAN, Fremont, Ohio.
Secretary, J. K. RENSHAW, Philadelphia, Pa.

Place of next meeting: Metropolitan Business College, Chicago, Ill.

THE NATIONAL FEDERATION.

THE ninth annual convention of the National Commercial Teachers' Federation and its affiliated bodies, the National Penmanship Teachers' Association, the National Shorthand Teachers' Association, the National Business Teachers' Association and the Private Commercial School Managers' Association, was held at the Chicago Business College, Chicago, Ill., December 26, 27, 28 and 29, 1904. Everything was auspicious for the magnificent meeting that resulted. The program was so carefully prepared and executed that nothing was left to be desired.

The general executive committee, with F. B. Virden as chairman, was ever alert to provide for the comfort of the guests. Messrs. Gondring and Virden, as hosts for the evening, won additional laurels. They seemed to anticipate every need of the convention and to know just what to do. The rooms were large and well arranged, and the lack of noise was an especially noticeable feature.

The meeting was marked by a tone of general harmony. There seemed to be no rivalry, no friction. It was a common remark in the corridors that the Federation had "struck its gait" and had passed the experimental stage.

One of the notable acts of the body was the adoption of an amendment to the constitution providing for the election of officers by the general body. This was the culmination of a movement which had been growing in strength for four years. It seemed to a majority of the members that a representative form of government was not necessary, so long as the voters themselves were present.

Possibly the feature that will result in the greatest good to the cause of business education is the publishing of a complete report of the convention. It is to be regretted that eight years should have elapsed before this important step was taken, and much valuable literature has been lost to the world on account of this failure. The report published in THE JOURNAL is designed to arouse an interest in the complete report, which will be published as quickly as stenographers and printers can prepare it.

Now that the National Federation is publishing a complete report, it behooves the Eastern to do the same. The Eastern Association has as much money in its treasury as the National Federation has and its membership is almost as large. THE JOURNAL urges upon the officers of the Eastern body to consider the importance of this move.

The Penmanship Section was a success in every particular. The fact that the section is not large is in its favor, as this gives all an opportunity to participate.

In 1899 the Editor of THE JOURNAL was president of the Shorthand Section, and in his address urged the shorthand teachers to assemble themselves for section meetings according to the systems taught. The last meeting saw the crystallization of this idea, and on Wednesday and Thursday mornings section meetings were held, of forty-five minutes duration. It would seem to us that this time could well be extended. The Shorthand Section is so large that only a few can participate in the discussions. An entire half day is not too long a period to be devoted to these section meetings, and if properly divided this should prove to be the greatest drawing card of the program.

Chicago seems to be the most desirable place for the meetings of the Federation, and from the talk among the members it appears probable that the convention seat will remain there so long as its hospitable school managers provide a home for it. Those who have never experienced them can hardly appreciate the difficulties attendant upon the entertaining of a convention. It is a herculean task, and the manner in which our Chicago friends have met the requirements and surpassed all expectations is worthy of the highest praise of every member of the Federation. Everything possible should be done to show the Chicago school men that their efforts are fully appreciated.

It was decided to hold the next meeting of the Federation in the rooms of the Metropolitan Business College, and it is to be hoped that the Palmer House, which was the headquarters during the convention just held, will be selected as the gathering place during holiday week of 1905.

THE FEDERATION PROGRAM.

ON Monday evening, December 26, a reception was held at the Palmer House for the teachers and their friends. This proved to be a very enjoyable affair. The entire evening was given up to a musical entertainment and social intercourse.

Tuesday Afternoon, December 27, 1904.

The first regular meeting was held on Tuesday afternoon. After the address of welcome had been delivered and the response by W. N. Ferris, of Big Rapids, Mich., R. C. Spencer, of Milwaukee, Wis., read the president's address. This was a very exhaustive document, containing many matters of weighty import to the welfare of commercial education. As it is to be published in full in the official report of the association, we commend its careful reading to all of *THE JOURNAL* readers.

The Business Managers' Association presented a memorial asking for a change of time of meeting. After a lengthy discussion the memorial was voted down. There were many present who felt that a meeting held in the summer would prove more convenient, but the sentiment seemed to be very strongly in favor of retaining the holiday meeting.

Wednesday Afternoon, December 28, 1904.

After some important business had been transacted, Judge Orrin N. Carter, of Cook County Court, Chicago, Ill., delivered an oration on "Citizenship." Judge Carter is an old teacher. He was for some time County Superintendent of Schools, and is thoroughly familiar with the work done by business schools. He urged the highest business ideals, claiming that the standards of business, religion, and politics all coalesce.

The next item on the program was a talk by Henry S. Henschen, cashier of the State Bank of Chicago, on "Business Training from a Banker's Standpoint." Mr. Henschen has been in the banking business fifteen years. He stated that after graduating from the high school he applied for a position in a bank, and on making his application he was tried and tested and found wanting. He at once entered one of the leading business schools of Chicago, taking a thorough commercial course. He then returned to the same bank and was accepted, being now its cashier.

Mr. Henschen urged the importance of thorough preparation, and illustrated his idea by saying that one's preparation should be commensurate with the course he intends to pursue, and that if his ambition is to attain a high position the preparation must be far better than that wherein he plans for his coming work to be merely temporary. As an illustration, he said that if to-day one were to step across the street he would possibly put on his hat and coat, but if he were going to walk several blocks he would take his overcoat with him. If he were going to take a trip to New York he would take his hat, coat and valise, but if he were going to Europe he would take his hat, coat, valise and trunk. He spoke of his experiences with young men and the cause of so many failing, and in all cases it was this lack of preparation more than anything else.

The chief element of this preparation is a strong handwriting. Business men would not employ one in any important capacity unless he is competent to write a good hand.

Prof. W. A. Scott, dean of the School of Commerce of the University of Wisconsin, then read a thesis on "Systems of Commercial Education." This paper was listened to very attentively, and proved to be a very exhaustive discussion of this interesting subject.

Thursday Afternoon, December 29, 1904.

The Federation convened promptly at 2 o'clock, and the first paper on the program was by C. P. Zaner, on the subject of "The Educational and Practical Value of Penman-

ship," followed by "Correlations of the Branches of Study Embraced in the Curricula of Commercial Schools," by W. N. Ferris.

A. C. Van Sant then read a paper on "The Educational and Practical Value of Shorthand and Typewriting," which proved to be very interesting.

The next topic was "The Importance, Place and Possibilities of a Course in Business Ethics and Morality in the Curriculum of the Educator," by A. D. Wilt. The discussion of this subject was led by Mrs. Frances Effinger-Raymond and A. S. Parish.

Thursday Evening.

Not the least interesting feature of the convention was the Thursday evening meeting of the Federation, called to order at 8 p. m. After the entire audience had joined in the song "Auld Lang Syne," Mr. Wilt, of Dayton, Ohio, made some remarks which were well received. Mrs. Spencer, of Washington, D. C., one of the best known figures in the business educational world, followed with a short address. Next came a song, "The Suwanee River," and an interesting talk by Dr. Rowe, of Baltimore. A short address by A. N. Palmer was followed by a solo. As it was now 9 o'clock and many of the members were compelled to leave on the 10 o'clock train, the body proceeded at once to the election of officers, resulting in the election of C. P. Zaner, president; F. P. Virden, first vice-president; W. O. Davis, second vice-president; J. C. Walker, secretary, and C. A. Faust, treasurer.

THE BANQUET.

THE banquet tendered to the National Commercial Teachers' Federation, on the 28th of December, by the Remington Typewriter Company, was a fitting climax to the greatest convention ever held by the Commercial Educators of the United States. It exemplified the unity of thought and harmony of action which most markedly characterized the 1904 meeting. It typified the strength of the movement for a common cause, and a high ideal, and intensified the commercial relation which exists between the school and the business world. It was the welding of a stronger link between the cause of a demand and the supply of it.

Picture to yourself, if you were not so fortunate as to be there, the dining room of the historic Palmer House, with a seating capacity of over three hundred, a scene of brilliant animation, the glow from hundreds of electric lights reflected from the silver and dishes on fifty tables, the swiftly moving waiters, the hum of many voices and the quickening strains of music furnished by an excellent orchestra. The broad and liberal policy which dominates the successful business world or any policy of expansion was shown in the presence of competitors in every line of business interested in business education. Here could be seen in sympathetic conversation the rival proprietors and teachers of many schools and from many cities, the representatives of books, the managers of typewriter companies, the salesmen of office appliances and the publishers of trade journals. Truly the lion and the lamb did lie down together and the flag of truce was the breaking of bread. When one remembers the bitterness of competition, the misunderstandings and recriminations inevitable with the sway of individual opinions and methods, the occasion savored of a millennium brought about through the kindly intercession of a master hand. Mercenary and selfish motives were conspicuous by their absence and the spirit of rivalry was supplanted by that of fraternity.

From half-past six until seven, the crowd in the reception room constantly grew larger, presenting a kaleidoscope of ever shifting faces and figures. A hearty handshake, the

compliments of the season, the wit of repartee and the merry jest—never the graver subjects of business—were the evidences of mutual appreciation. The social feature was predominant and the acquaintances formed in this short half hour cemented the union of commercial interests that had never known each other before. At seven, the doors of the dining room were thrown open and the familiar voice of "Jack" Soby announced the time to appease the gnawings of the inner man. A large table at the head of the room was reserved for the toastmaster and the speakers of the evening. Mr. Van Buskirk, the Chicago Manager of the Remington Company, proved a delightful host and a witty presiding officer. His address of welcome in the name of his company had the true ring of generous hospitality; Uncle Bob, John F. Soby, ex-Lieutenant Governor Timothy L. Woodruff, of New York; Mrs. John R. Gregg, W. C. Stevenson, Mr. Pennington, of Chicago, and Dr. H. M. Rowe, of Baltimore, contributed their words of intellect and wit for the entertainment and amusement of the diners, and there was a murmur of regret when the master of ceremonies terminated the festivities by a suggestion to sing the song every true American has chanted from childhood.

The Remington Company, through its representatives, was besieged with congratulations for the success of the evening, and during the closing days of the convention there was no lack of topics of conversation whenever there was a gathering into groups of the different members of the Federation.

THE PRIVATE SCHOOL MANAGERS' ASSOCIATION.

THE first day of meeting of this association was devoted to the enrollment of members and the considering of reports as published in the official program. Written reports were submitted by W. B. Elliott, of Wheeling, W. Va., E. M. Hunsinger, of Hartford, Conn., and others.

The paper by Mr. Elliott on "How Can We Improve Our Course and the Efficiency of Our Schools?" was exceptionally strong, and one of the best presented at any time before the association.

A special meeting was held on Friday afternoon for the election of officers. The result was the re-election of the entire list of old officers.

The remainder of the time was devoted to a discussion of the plan for an American Institute. A tentative contract was begun, which was completed later, controlling the affiliation of schools with the Institute.

The last day's meeting was taken up almost entirely by a discussion of the paper read by J. F. Fish on "Solicitors: Their Use and Abuse." The address by Mr. Fish proved to be one of the features of the entire meeting, and his views were in hearty accord with the sentiments of the entire body.

The school managers adjourned on Friday morning to meet with the N. E. A. at Asbury Park next July.

As this association holds all of its meetings in executive session its deliberations are considered of a private nature. There were twenty-seven different committees to report at this gathering, and their work comprised almost every item of common interest to school officers.

As has been the case for some time, possibly the most important topic of discussion was "The American Commercial Schools Institution." The chairman of this committee, H. M. Rowe, submitted a very extensive report. The scheme seems to be a success. The purpose of the institution, as we understand it, is to establish a uniform standard for all schools. This will include a minimum course of instruction, a certain standard for teachers to attain and a complete harmony in final examinations. A diploma from a school affiliated with

this institution will represent the same as a diploma from any other school. It certainly seems that it will give school proprietors a standard by which they may measure their own work with that of other schools. Certificates will be granted to teachers who pass certain required tests and who have completed a prescribed course of instruction along pedagogical and technical lines. As far as possible schools will be urged to employ only such teachers as avail themselves of the opportunities offered for this advanced work in equipping themselves.

A complete list of the members of the Private School Managers' Association will be published in a subsequent issue.

HIGH SCHOOL TEACHERS' MEETING.

AN informal meeting of the high school teachers of shorthand was held Wednesday afternoon, presided over by Selby A. Moran, of the Ann Arbor High School, Ann Arbor, Mich. After some discussion it was determined to be the sense of the meeting that, in view of the special problems and difficulties of the high school teachers of shorthand, it would be advisable to organize a High School Teachers' Section of the National Shorthand Teachers' Association. It was moved by D. W. McMillan, of the Princeton High School, Princeton, Ill., that Mr. Moran present to the National Shorthand Teachers' Association a resolution asking that permission be given to organize such a section. This motion was duly seconded and carried.

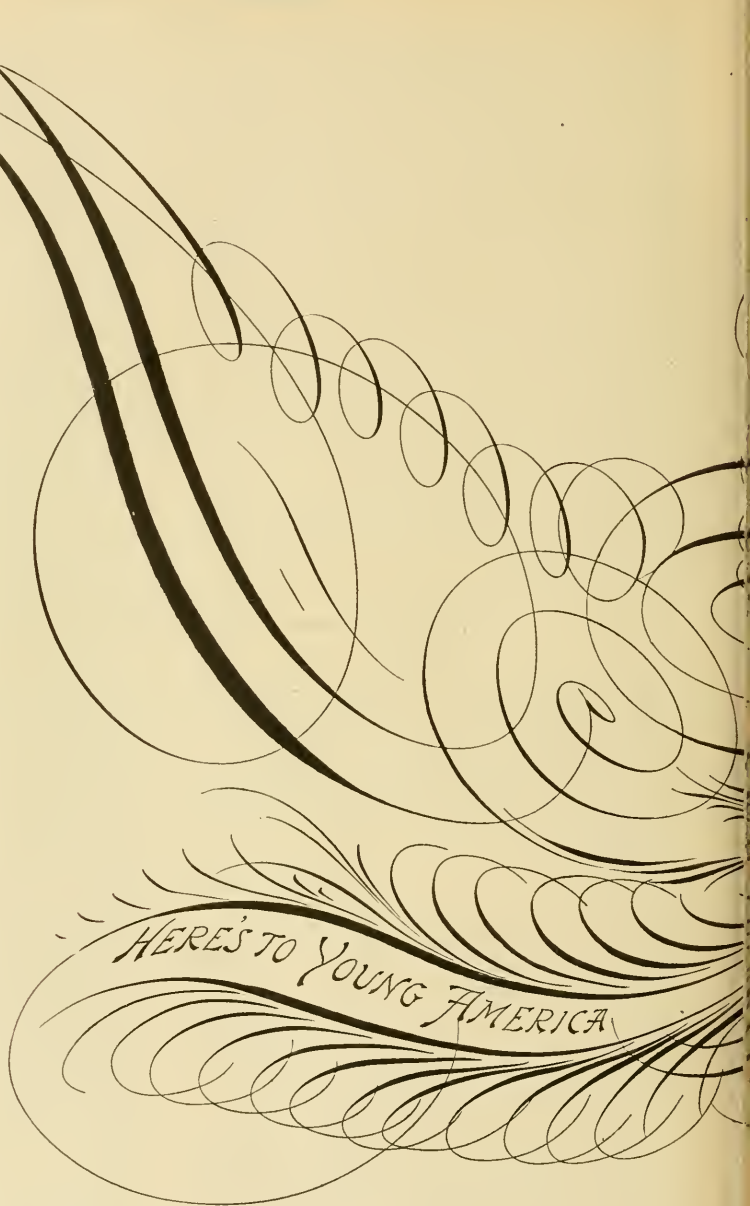
After further discussion it was thought advisable to anticipate, in a measure, the action of the association, and proceed to effect a permanent organization, which was done by the election of Selby A. Moran as president and Harry G. Spellman, of the Rockford High School, Rockford, Ill., as secretary. On motion of Miss Dora Pitts, of the Western High School, Detroit, Mich., the president was given permission to choose such assistants as he deemed necessary to assist in the organization of the section and the arrangement of a program for the next session.

After this election considerable time was spent in a very helpful discussion of the various problems of the high school teacher. Among the questions discussed were: The amount of time given to the subject of shorthand, the correlation of English and shorthand, and the methods of conducting the work in typewriting. This discussion was participated in by nearly all of the teachers present. Sixteen high school teachers attended this first meeting, and before the close of the Federation meeting some twenty teachers had signified their intention of becoming members of the section. It was decided to ask each member to contribute fifty cents to assist in defraying the necessary expenses of the organization.

After the chair had appointed E. D. Misner, of the McKeesport High School, McKeesport, Pa., and D. W. McMillan, of Princeton, Illinois, a committee to supply the several educational journals of the profession with reports of the meeting, the session adjourned.

Fred H. Criger, of Milwaukee, Wis., proved his originality as a penmanship teacher in a manner that was doubtless very gratifying to his pupils—presenting a Thanksgiving dinner to those of his pupils who had merited it by conscientious work. While the prize of a good business hand is worthy of the winning, some pupils do not appreciate its value as they will in years to come.

The genial representative of the Practical Text Book Company, M. D. Fulton, was present, and added new friends to his already long list. He is one of the most popular of traveling men.



THIS is the Bird of Freedom, and he is proclaiming—"Peace, Good-Will to Men!"
Let us rejoice and be glad that, by birth or adoption, we are of the nation that cherishes equally the sacred flame of the domestic hearth and the eternal fires of civilization throughout the earth.

"Without the door let Sorrow lie
And, if by chance it hap to die,
We will bury it in Christmas pie—
And evermore be merry."

Here's to "Americanus Sum," Bird of Freedom—and to all that love him—
A MERRY CHRISTMAS! A HAPPY AND PROSPEROUS NEW YEAR!



AMBITIOUS IS THE EAGLE'S FLIGHT, BUT NO MORE SO THAN OUR PLANS FOR THE COMING YEAR. IF WE HAVE ATTAINED LOFTY HEIGHTS IN THE PAST WE ARE GOING TO RISE STILL HIGHER BEFORE THE END OF 1905.

It requires more than wings to carry the eagle to almost invisible heights. There must be life and motion behind them. And behind the Journal must be life and energy or its pages will represent to its readers little more than the blank, unprinted paper. It is our intention to make every word in the Journal worthy of the printing, every line worthy of the reading, every copy worthy of the practicing, and every issue worthy of preservation. If we do this we are worthy of your support; if we don't—but we SHALL!

PENMANSHIP TEACHERS' ASSOCIATION.

Tuesday Forenoon, December 27, 1904.

THE Penmanship Section of the N. C. T. F. was called to order by the President, A. H. Hinman, and an appropriate address delivered. M. D. Fulton's paper on "After the Lesson, What?" was then read. This was followed by the reading of a resolution by Mr. Hinman covering a change in time of meeting from December to July.

In presenting his paper, "Incentives to Effort," C. R. Tate, of Cincinnati, recommended as one of the strongest factors in bringing about the desired end the presentation of certificates as issued by the penmanship journals. He also suggested the handing of the oblique penholder to the pupil with the sink-or-swim alternative. In a further discussion of the subject F. A. Keefover suggested that a gold medal be given monthly to the best writer, and if won by the same writer three times in succession it became his. He also mentioned the posting up of specimens daily.

Burt German, of Sandusky, Ohio, advocated the grading of work once a week and seating the pupils in the order of their proficiency. In his discussion of the subject, C. P. Zaner, of Columbus, Ohio, advanced the proposition of dividing the class into three grades, A, B and C, advancing them as merit demanded. Mr. Criger thought two pages of outside work, presented at 9 A. M., should be insisted upon, and if the pupil failed to comply with these instructions he should remain in the evening until the pages were completed.

J. K. Renshaw, of Philadelphia, agreed with Mr. Criger that at least two pages should be brought in every day, and in case of failure the requirement should be doubled. He uses the penmanship papers as copies for home work and believes this feature to be one of the most important. It is his practice to have the pupils bind the home work.

The use of specimen books for home work was advocated by C. C. Lister, of Baltimore, Md., but he prefers practice paper for the class room. Two pages in the specimen books is the least he considers it wise to accept. He offers gold medals for the best written specimen book. The best work is kept in a conspicuous place as an incentive to further effort. F. F. Mushrush, of Cleveland, Ohio, would issue a certificate for improvement. The claims of quality as well as quantity were strongly urged upon all teachers by H. G. Healey, of New York.

This general discussion was followed by "A Practical Lesson in Business Writing," by A. N. Palmer, of Cedar Rapids, Iowa. He is a thorough believer in movement development, but does not consider that all enthusiastic movement teachers are a success. There are three essentials to good writing—legibility, rapidity and ease. The ability to make good ovals, he said, would not suffice. The best teachers must be satisfied with erratic writing at first. In order to insure good writing a relaxation of the muscles is imperative. Mr. Palmer holds that an error should never be pointed out without a remedy being given. It is of no value to know of the existence of an evil if the means of eradication is not at hand. One of his axioms is: "Take care of the motion and the form will take care of itself."

The call for railroad certificates was followed by a discussion of the advisability of changing the time of meeting. Among the speakers on this subject were Messrs. German, Healey, Hinman, Palmer, Nettleton, Admire, Keefover and Zaner. In the face of the question itself the sentiment for a change of date was rapidly dissipated, and upon being brought to vote it was unanimously decided that the Association should continue to meet as had been the practice in the past. The closing feature of the day was a proposal by

Mr. Hinman that the penmen get together and have a banquet, and a motion to this effect was passed.

Wednesday Forenoon, December 28, 1904.

At 9.30 A. M. of the 28th the meeting was called to order by the President, and J. K. Renshaw, of Philadelphia, presented a paper on "Plans for Getting Work from Pupils." This was followed by a request from H. G. Healey that penmanship journals be provided with copies of all papers read.

"A Lesson in Engraver's Script," by Mr. Healey, was the next feature of the programme, after which Burt German, of Sandusky, discussed "Organizing and Teaching Itinerant Writing Classes." "The Science of Accurate Writing Demonstrated" was Mr. Hinman's topic, and at the close of his remarks Mr. German moved that a committee be appointed to pass upon work of pupils which had been brought to the convention for exhibition. W. C. Stevenson and C. P. Zaner were chosen for this purpose.

Thursday Forenoon, December 29, 1904.

Immediately after the meeting was called to order, C. N. Crandle, of Chicago, took up the subject of "Business Penmanship," handling it in his usual entertaining and comprehensive manner. C. P. Zaner then gave a talk on "The Underlying Principles of Lettering and Ornamental Writing," after which he and Mr. Kinsley, of New York, occupied a brief space of time explaining the cost of producing engraving work for the general public. Mr. Kinsley also spoke of the great demand for good lettering. Mr. Hinman followed with a talk on the subject of the embellishment of letters.

The time for election of officers having arrived, H. G. Healey placed the name of F. F. Mushrush, of Cleveland, before the Association as a candidate for the presidency, and C. A. Faust followed with the name of Burt German. After a ballot, which gave Mr. Mushrush a majority, a motion by Mr. German that the election be made unanimous was carried. Mr. German was then elected vice-president and J. K. Renshaw, of Philadelphia, secretary.

After some discussion in regard to an advisory council Messrs. Zaner, Palmer and Healey were elected. As executive committee the president named Messrs. Tate, Bachtenkircher and Palmer.

One of the closing acts of the convention was the presentation and adoption of a fitting resolution of respect for the late C. C. Canan, whose untimely death in the early fall cast a gloom over penmanship circles.

A motion to adjourn, by Mr. Healey, brought to a close the most successful of the many meetings of the Penmanship Teachers' Association, and every delegate left the hall feeling more than repaid for his outlay of time and money in attending, and with the firm determination to do more and better work for the cause of good writing.

A complete assortment of finely mounted specimens of pupils' work was brought by J. H. Bachtenkircher, of Lafayette, Ind. He is an enthusiast in his work, and from the results produced it is evident that he possesses the rare faculty for transmitting his own enthusiasm to the pupil.

The ever familiar face of A. N. Palmer, of Cedar Rapids, was to be seen wherever there was anything of interest in progress, and his lesson in business writing was given careful attention.

Owing to lack of space in this issue the Shorthand Program will appear in our next number.

THE BUSINESS TEACHERS.

Tuesday Forenoon, December 27, 1904.

THE members of the Business Teachers' Association of the National Commercial Teachers' Federation assembled in the rooms of the Chicago Business College at 9 o'clock for work.

After the enrollment of members, President A. F. Harvey delivered his annual address and welcomed the members to the association. His address was short and to the point, and met with an enthusiastic reception.

A reception committee was appointed, consisting of Messrs. White, Whigam, Wright, and others.

J. K. Renshaw presented the paper written by S. S. Hookland, of Philadelphia, who could not be present. Mr. Hookland's paper was on "How to Excite the Student's Interest in Bookkeeping," and was certainly right to the point. He maintained that an enthusiastic, energetic and efficient teacher was essential, but that bluster and gabble should be left out of the teacher's work, and that confidence and respect should be engendered in the student. To this end he thought that the student should be kept closely to the text and doing his best, and that systematic drills should be given occasionally. A business atmosphere, he contended, was essential to success, and he said that the chief thing to engender in the student was promptness and self-reliance. Mr. Hookland's paper was received with much favor, and commented on by G. E. King, J. A. White, T. W. Bookmyer, D. A. Reagh, G. W. Weatherly, W. E. Bartholomew, and others.

Considerable discussion was raised by statements of Mr. Bookmyer in regard to placing textbooks in the hands of students only after they had had several weeks' instruction in class drills without a book. The general consensus of opinion was that a textbook is a good thing to start with if a competent teacher has charge.

The next subject under discussion was that of English. Josephine Turck Baker, editor of *Correct English*, gave a carefully prepared paper on the subject of "Business English for the Business Man." This was followed by Frances Effenberger-Raymond, on the subject of "The Problem of English in the School," after which Sherwin Cody presented a paper on "Why English is So Poorly Written." This series of papers was certainly a strong trio on the subject of English, and was listened to with marked attention by the members of the association. S. C. Williams, of Rochester, N. Y., led in the discussion. The query box was productive of good results during this session.

Wednesday Forenoon, December 28, 1904.

After the roll call, at 9 o'clock, the query box was again taken up and considerable discussion had on "When a Student Should Be Given Assistance in Finding His Trial Balance." Considerable difference of opinion seemed to prevail, and many good points were made.

W. N. Ferris, of Big Rapids, Mich., then presented a thoughtful paper on "What Must Not Be Omitted in Teaching Business Arithmetic." Mr. Ferris thought that much that is contained in the ordinary textbook should be omitted in business schools, but that special attention should be given to the four fundamental operations, including their application to integers and fractions, both common and decimal. He would leave out a great deal that is ordinarily given in compound numbers, giving but little attention to compound and annual interest, and pruning down many of the other subjects. Mr. Ferris's paper was generally discussed by the members, W. E. White leading.

A symposium on commercial law was next given, in which J. A. Lyons, of Chicago, presented "The Pedagogy of Law," followed by J. A. White, of Milwaukee, on "How to Teach

Law Profitably." These papers were carefully prepared, and a general discussion followed, some advocating the case method and others adhering to the lecture system.

G. E. King, of Cedar Rapids, Iowa, next presented a paper on "Methods in Teaching Rapid Calculations." Mr. King is a master of this subject, and his paper was listened to with great interest.

The time for election of officers having arrived, W. E. White, of Quincy, Ill., was elected president; W. S. Ashby, of Bowling Green, Ky., vice-president, and G. E. King, of Cedar Rapids, Iowa, secretary and treasurer. These officers were severally called for and each made a brief address.

Thursday Forenoon, December 29, 1904.

The query box was the first order on the program, and several questions were discussed. Among them were:

"Would you use an arithmetic with answers or without?"

"When should the statement be made, before closing the ledger or after?"

"Should every entry be checked by the pupil before the work is posted?"

"Should an entrance examination be demanded?"

"Should the commercial course begin with theory or with practice?"

"Methods of teaching spelling," etc.

These questions were quite freely discussed by the members, Messrs. Whigam, White, Marshall, Robinson, Moulder, Kinsley, Hadley and others taking part.

President-elect White announced as his executive committee for the coming year E. E. Gaylord, of Beverly, Mass.; S. C. Williams, of Rochester, N. Y., and J. A. Hiner, of Louisville, Ky.

G. W. Weatherly presented a paper on "What I do for the Boys in Addition to Textbook Training." This was discussed by Messrs. Williams, Robinson, Cook, Plummer, Harvey and White.

M. D. Fulton, of Auburn, R. I., then presented a paper on "The Account Method of Teaching Bookkeeping," after which R. A. Simonson, of Chicago, Ill., made an address on "Filing Correspondence," which he illustrated with a vertical filing cabinet and card index. This was followed by F. A. Keefover, of Cedar Rapids, Iowa, on "System." Mr. Keefover thought that system should not be used unless work enough was done to need a systematic method. This paper was discussed by T. J. Williams, of Oshkosh, Wis., who introduced some forms in use in his school.

W. H. Whigam then presented a paper on "Problems in Higher Accounting," and showed himself a master in this line.

The election of an advisory council called for by the new constitutional amendment resulted in the selection of A. F. Harvey, of Waterloo, Iowa; T. W. Bookmyer, of Sandusky, Ohio, and D. L. Musselman, Jr., of Quincy, Ill.

All of the sessions were largely attended, and much good was accomplished.

President Harvey and his efficient executive committee certainly deserve much credit for the manner in which the program was prepared and for the way in which it was carried out. The papers were short and to the point, and the members freely entered into the discussions. The sessions were favored by the presence of members from the other sections, who were made welcome, and who often took part in the discussions. The general good feeling and the social features of this convention will long be remembered. Much satisfaction was expressed over the official report which is to be mailed to each member of the association. It is to be regretted that reports of the previous sessions have not been kept, as much valuable matter of general interest is lost when a report is not published.



G. E. Nettleton.



E. E. Gaylord.



J. K. Renshaw.



R. A. Grant.



Burt German.

PLANS FOR GETTING WORK FROM PUPILS.

By J. K. RENSRAW.

SINCE our meeting at Cincinnati, a year ago, I have been requested by some of our ablest exponents of muscular movement penmanship to give the members of this branch of the Federation a re-exposition of my plans for securing work from pupils. If what I said at that time, and the results I submitted as proof of my assertions, interested even a few of those present, I feel well compensated for my feeble effort.

To-day, I can only emphasize in substance what I said at that time. The person who understands the art of teaching, and is skillful in the use of the pen, and possesses all the attributes of a wide-awake teacher, will never have any trouble in getting others to write. An exercise in penmanship, when well presented, causes even the most dilatory pupil to become intensely interested. It arouses in him the powers which, in his other work, seemed dormant. The work soon becomes fascinating and thought-provoking. The teacher must ever be alert and exacting in his demands. That lively working spirit must, at all times, be shown.

Exercises in penmanship, as in any other subject, should be properly graded, and as nearly as possible a mastery of the fundamentals required, before advanced copies are given. The teacher who makes a display of the wonderful skill he possesses as a penman, in executing a variety of combinations, etc., on the board at the beginning of the term, in my opinion makes a mistake. It creates a desire to imitate. Careless, haphazard practice of the practical exercises when given, will most surely follow.

Under such conditions it is difficult to get the class to work harmoniously.

Start your pupils aright. See that they do what they are told, as they are told, and when they are told.

The correlation of penmanship with the other commercial branches should always receive the most careful consideration. Some of the most valuable practice I have my pupils do is the writing of the various commercial forms in arithmetic, such as bills, invoices, notes, drafts, checks, etc., also solutions of problems in equations and partnership settlements I require written with pen. In bookkeeping the books should display the very best penmanship the pupil is capable of executing.

Now is the time for aggressive work to be done by the teacher of practical writing. In Philadelphia, during the past year, the City Superintendent of Schools, with a number of his subordinates, has contributed to the press of the city articles bearing on the subject of vertical penmanship. They advocate its universal adoption.

However, when the leading business men of the community were approached on the subject, and they were requested to give an expression of their opinions regarding its merits, it found but few, if any, advocates.

Further investigation proved that in banking institutions and the leading mercantile establishments a medium slant style of penmanship was in general use. Therefore, it appears to me, the kind of business script demanded and advocated by the business world should be taught. I endeavor, at all times, to place before my pupils plain, practical, common sense forms of letters and business characters, and insist upon a strict adherence to instruction given for their execution.

Briefly stated, my method for securing work from pupils in class is as follows:

Due attention is given to the position the pupil should assume while writing, the placing of paper and pen holding. I insist upon the student occupying an easy, natural and active position, and to hold the pen in a manner that will enable him to execute with ease and rapidity. I say but little about slant, for when the above fundamentals are complied with a medium slant style will result.

Each day's work is dated, carefully arranged, done to count and filed until the end of the month, when all such work is submitted for examination. In this way the teacher can keep a check on the work done by a class of one hundred as well as one of twenty-five pupils. It enables me to understand the quality and quantity of the work done by the individual and insures the best efforts from each.

Then, as a special incentive, I frequently offer a prize to the pupil submitting, at the end of the month, the best work, considering neatness, arrangement, improvement and quality of work.

It was a pleasure to grasp the hand of J. F. Fish, of Chicago, and see him among the penmen. His interest in the work is unflagging, and his noble character gave an added dignity to the meeting. Among the many honored members there is none more worthy of the highest regard.



W. I. Tinns.



C. A. Barnett.



W. J. Kinsley.



G. E. King.



H. W. Darr.



Sickels Lettering, by Clinton Skillman.

The 1904-05 announcement of the Miami Commercial College, Dayton, Ohio, is a credit to that up-to-date and thorough school. Its half-tone engravings and superior quality of paper make it especially attractive.

"Wanted: a competent assistant," is the announcement that appears on the front cover of the catalogue of the Central Business College, Denver, Colo. The school has eighteen years of successful work behind it and is thoroughly qualified to furnish competent assistants.

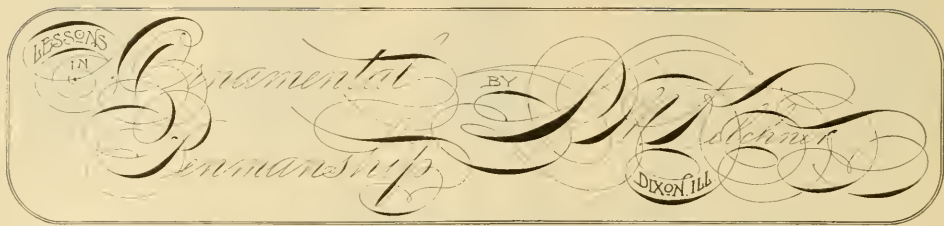
The 1904-05 catalogue of the Tri-State Business College, of Cumberland, Md., is the first issued under the new management. The school will continue to meet all the demands of modern business.

The Elliott Commercial Schools, of West Virginia, have gotten out an attractive announcement, for the coming year. These schools are located in Wheeling, Clarksburg and Charleston.

Booklets and announcements have been received as follows: Commercial Department, Y. M. C. A., Detroit, Mich.; Atkinson's Nevada Business Institute, Reno, Nev.; Lawrence Commercial School, Lawrence, Mass.; Miner's Business Academy, Brooklyn; Commercial Department, University School, New

Orleans; Tri-State Normal College, Angola, Ind.; Greer Business College, Braddock, Pa.; Simpson College Bulletin, Indianola, Iowa; "What They Say," Gem City Business College, Quincy, Ill.; Barnes Commercial School, Denver, Colo.; Pasadena Business College, Pasadena, Calif.; Pensacola Business College, Pensacola, Fla.; Stevens Point Business College, Stevens Point, Wis.; Northwestern Business College, Bellingham, Wash.; Wisconsin Business College, Manitowoc, Wis.; Haley's Business Institute, Glens Falls, N. Y.; Eagan School of Business, Hoboken, N. J.; Underhill Business Institute, Rochester, N. Y.; Pottsville Business College, Pottsville, Pa.; Actual Business College, Allegheny, Pa.; Trainer's Private School, Perth Amboy, N. J.; Southern California Business College, Los Angeles, Calif.; The Fresno Business College, Fresno, Calif.

The following school publications have reached this office: Marion Business College Journal, Marion, Ohio; Mosher Shorthand, Omaha, Nebr.; The Business College Journal, South Bethlehem, Pa.; Columbia College Commercial Journal, Hagerstown, Md.; The Key, Allentown, Pa.; Scranton Business College Journal, Scranton, Pa.; The Southern Educator, Bowling Green, Ky.; Yocum's Business College Reporter, Ohio.



NOTHING will help you so much in the way of improvement in penmanship as the ability to practice and confine yourself to one thing at a time. Do not scatter your practice too much, and do no careless, indifferent, haphazard practice, for every minute of such work makes you a poorer penman instead of a better one. From my personal observation I have found the above to be a serious drawback to nearly all beginners at first. You can not afford to squander your time and energy in this way. If you cannot give it the critical study and painstaking, systematic practice, you had better devote your time and energy to something else. You must like the work and delight in the practice of it to realize the best results.

Can you recall now one thing that you are quite skilful or adept in, one thing in which you are superior to the rest of your friends or chums, I care not what it may be, in athletics or games of any kind, which requires dexterity or skill? That will be what you like and love in doing. Inject the same life, snap, vim, vigor, dash, energy and spirit as you do in your games. If you will do this I am confident you will be delighted with your progress and improvement from time to time.

INSTRUCTIONS.

Do not use quite so much finger movement in making loops that extend below the base line. Some prefer making them entirely with the muscular movement. See to it that you make them full, as it will help to make them plain and legible, and in no way does it detract from the grace and beauty of the form.

Copy 98. Keep the down stroke as near straight as possible. Have the crossing come on base line. If you raise the pen in making the loop below the base line, do so just as you complete the letter.

Make as wide spacing as in the copy. There is a ten-

dency to make the loops too long below the line. Go fast enough to secure delicate but firm, smooth lines.

Copy 99. Place the same number of words on a line as in the copy. Uniform slant and spacing. Take pains in dotting your i's and crossing the t's. Study, compare, and criticise.

Copy 100. Make first part same as the small "a." Loop same as the "j." If you shade the down stroke for the loop, let it be a very light shade. You can make it without, if you prefer. I occasionally shade mine, as it adds strength and force to the down stroke. The down strokes must be made rapidly.

Copy 101. Look well to your spacing in all words. They will not look well unless uniform.

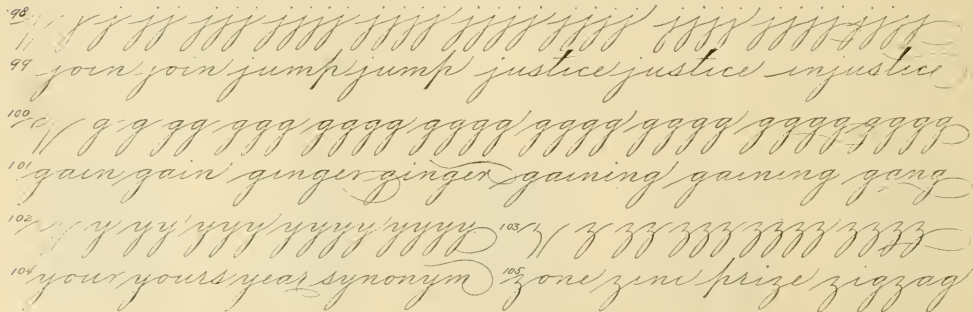
Copy 102. Make the first part of the "y" round at the top. See that both down strokes are on the same slant. Good, free movement and fine hair lines.

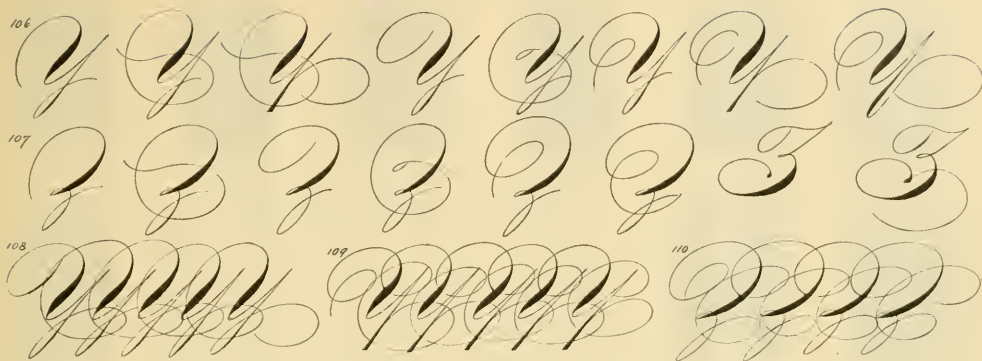
Copy 103. Make the first down stroke straight, and form an angle at the base line. Curve the down stroke for the loop. Use a free movement. Don't slight any of these loop letters.

Copies 104 and 105. Same matter on a line, as in copy. Where words are ended with a flourish, make the flourish with a free movement.

Copy 106. The swell for the shade in first down stroke should come at the center. Make the turn rather narrow but round at base line. Have the crossing for the loop come on the base line. Make the angle for the last part at the top. Free and graceful rotary movement.

Copy 107. Curve the down strokes. Notice how the loop is made at the base line. Some prefer raising the pen at the base line in making this letter. I would not do so unless it will help you to make the letter better. Write from fifteen to twenty lines of each copy before you change. Make the letter about the same size as copy.





Copy 108. You can raise the pen at the bottom of shaded stroke if you wish on this exercise. See to it that you get the lines joined if you do raise the pen. Good, free movement. Mine were made purely with the muscular movement.

Copy 109. Raise the pen at the bottom of the last down stroke, and make it as nearly square at bottom as possible. Don't shade the second down stroke too heavily. You must use a good, free movement for this exercise. Don't give it up if you do not get it just right at first. It may be new to some of you.

Copy 110. You can raise the pen at the bottom of shade if you like. Do not have the swell in shade to come too low. Smooth shades and fine hair lines. Free rotary movement.

Copy 111. All the shade should come below the base line. Keep the down stroke about straight and have the up stroke for loop cross at base line. Notice how round and full the turn is at the top.

Copy 112. Don't make the part for the top too wide;

horizontal oval at base line. The heaviest part of the shade should come down near the line. Tip the oblique part up a little if you have trouble in getting the shade too high.

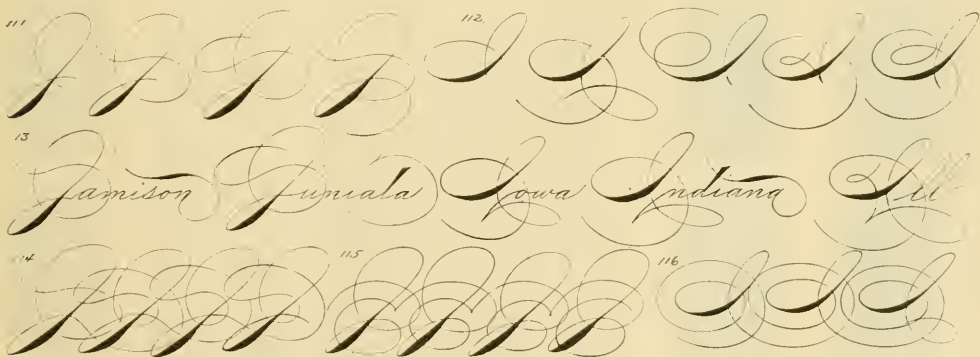
Copy 113. Make the capital, then write the small letters for each word. I advise raising the pen after making the capital.

Copy 114. Make this exercise without raising the pen. This will test your movement. It must be free in order to secure the fine, smooth lines.

Copy 115. You have a chance to raise the pen after making each letter, and I would advise you to do so. You have some parallel lines to watch in the exercise.

Copy 116. Start to the right and swing back to the left in making this exercise, and join three without raising the pen. This is the most difficult exercise on the page. Free, rotary movement.

"There is no substitute for thoroughgoing, ardent, sincere earnestness."



PENMANSHIP SUPPLIES.

THE JOURNAL will send the following supplies by mail for the prices named: Stamps taken.

Soenneken Broad Pointed Pens for Text Lettering, set of 12, 25c.

Double Holder for Soenneken Pens—Holds two pens at one time, 10c.

French India Ink—1 bottle, by mail, 30c.; 1 dozen, by express, \$3.00.

Gillott's Double Elastic E. F. No. 604 Pen—A medium fine pen. 1 gross, 75c.; ¼ gross, 25c.; 1 dozen, 10c.

Gillott's Principality No. 1 Pen—A very fine pen. 1 gross, \$1.00; ¼ gross, 25c.; 1 dozen, 10c.

Oblique Penholders—One, 14c.; two, 20c.

Colored Waterproof Drawing Inks, all shades, 25c. a bottle.

THE JOURNAL'S GALAXY OF PENMEN.



T. B. Bridges.



R. E. Anderson.



S. H. Bauman.



Geo. W. Bird.



D. W. Frazier.



Merritt Davis.

MOVEMENTS OF THE TEACHERS.

Miss Florence Bacchus, London, Ont., has accepted a position with the Rutland, (Vt.) Business College as teacher of shorthand.

G. P. Eckels, formerly of the Cheltenham High School, Ashbourne, Pa., is now secretary and general manager of the Pocono Pines Assembly and Summer Schools. Ira Richardson, Park Rapids, Minn., will take Mr. Eckels's place.

Miss Millicent H. Knapp, formerly of Elmira, N. Y., is now teaching in the Wellsville (N. Y.) Business School.

The Hyatt School of Shorthand, of Seattle, Wash., has been strengthened by the addition of T. E. Fowells, formerly with Wilson's Modern Business College, of the same city.

H. D. Buck, of the Scranton (Pa.) Business College, has purchased A. R. Whitmore's interest in the school.

Miss Kathleen R. Wheeler, Ottawa, Ont., will have charge of the shorthand department in the new Dunkirk School of Business, Dunkirk, N. Y.

L. C. Smith has sold out the Owensboro (Ky.) Commercial College. He and Mrs. Smith will return to Lebanon, Ind. The school has been purchased by A. M. Fischer.

W. Meehan, formerly of the Metropolitan Select School, Buffalo, N. Y., is now connected with the B. & S. School, of that city.

A new teacher at Huntsinger's Business College, Hartford, Conn., is Glen W. Hunt, of Little Falls, N. Y.

C. T. Cragin, recently with the Rochester (N. Y.) Business Institute, has become associated with a commercial house.

W. D. Chamberlain, formerly of the Huntington (Ind.) Business University, is connected with the Grand Rapids (Mich.) Business University.

Archibald Cobb, for a number of years with Banks Business College, Philadelphia, Pa., has resigned his position.

L. Froystein, formerly of St. Ansgar, Iowa, is teaching in the Waldorf College, Forest City, Iowa.

F. A. Curtis, recently of Somerset, Mass., is now teaching in the Brown Public Grammar School, Hartford, Conn. Mr. Curtis reports a splendid enrollment.

J. W. Walton, formerly of Covington, Tenn., is teaching in Lockyear's Business College, Evansville, Ind.

E. Oederkirk, formerly of Albion, Mich., is now connected with the Windom Inst., Montevideo, Minn., taking charge of the commercial work.

G. F. Atkinson, who has been for the past year in charge of the shorthand department in Call's College, Pittsburg, Pa., has resigned his position to accept a very good place with the commercial department of the Pittsburg (Pa.) High School.



Will Anderson.



J. H. Carothers.



H. G. Burtner.



J. D. Alexander.



S. E. McNeill.



F. M. Davis.



J. L. Best.



J. N. Sprouse.



B. A. O'Meally.



J. Dufour.



W. N. Smith.



F. J. Dool.



J. M. Holmes.



C. B. Post.



S. L. Caldwell.



W. L. Peck.



C. N. Falk.



B. J. Dean.



W. C. Ramsdell.



H. D. Hughes.



J. C. Olson.

THE JOURNAL'S GALAXY OF PENMEN.



H. K. Fultz.



W. P. Rognlie.



N. N. Hageness.



L. J. Egelston.



J. J. Ginste.



J. W. Jacobs.



O. U. Robinson.

Carl Hughes, Ocean Grove, N. J., is now teaching in the Kearny (N. J.) High School.

V. E. Neilson, formerly of Denmark, Kan., goes to the Long Beach (Calif.) Business College.

NEW SCHOOLS AND CHANGES.

Henry H. Beidleman has severed his connection with the Charles Commercial School, of Brooklyn, and opened up a private, pre-collegiate and business school. Mr. Beidleman is a thoroughly experienced man, and his past success is a guarantee of the good work he will produce in his new field.

Another school that has given evidence of its prosperity by moving into larger quarters is the Holyoke Business Institute, Holyoke, Mass., which has made rapid progress under the management of Messrs. Tjarnell & Foote. This institution is now more than thirty years old and with commodious rooms and new furniture it will doubtless become even more popular in the future than it has been in the past.

The Federal Business College, Ottawa, Ont., has recently opened a branch school at Perth, Ont.

On December 1st Draughon's Practical Business College Company, Nashville, Tenn., opened a business college at San Antonio, Tex. Another college will be opened by the same company on January 2, 1905, at Waco, Tex. The Waco college will add the seventeenth link to Draughon's chain of colleges.

J. M. Reaser, recently of the Centenary College, Jackson, La., has opened a school at Galveston, Tex.

The Frontenac Business College is a new school opened in Kingston, Ont., with Mr. Stockdale, late of the Central Business College, Toronto, as principal. Mr. Stockdale will be satisfied with nothing less than the best in the thoroughness of the courses and the system installed.

L. B. Darling, formerly of Elyria (O.) Business College, is contemplating opening Darling's Private Business College in the same city.

On October 4 a new school under the name of Minnesota College was opened at Minneapolis, Minn., with a business and shorthand department. The school is controlled by the Swedish Lutheran Conference. P. V. Malm, formerly with the Eclectic Business College, of that city, has charge of the business and shorthand department.

E. E. Admire, of Detroit, Mich., and S. McFaden, of Columbus, O., opened the Metropolitan Business College, located in the New United Bank Building, Cleveland, O. The school had a splendid opening.



M. W. Cassmore.



C. M. Bartlett.



I. H. Lipsky.



H. B. Lehman.



C. C. Stone.



A. C. Gegenheimer.



H. B. Hastings.



W. A. F. Scott.



A. C. Sloan.



T. W. Owens.



B. N. Newman.



C. F. Nesse.



V. W. Boyles.



J. H. Mowere.



R. E. Oldfather.



F. J. Pope.



J. H. Janson.



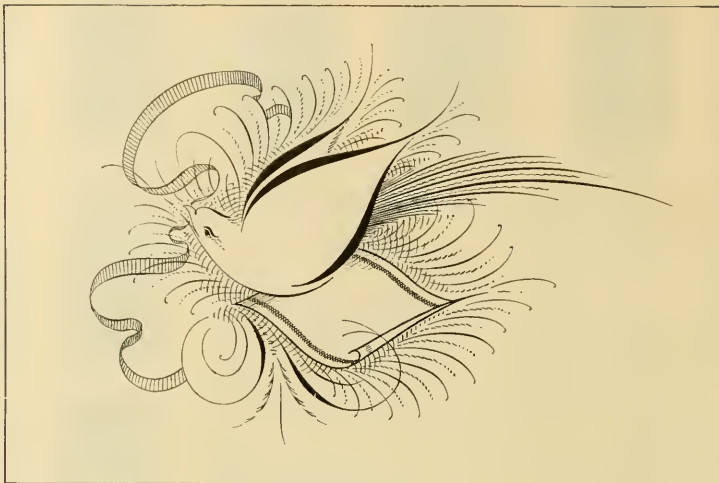
W. N. Currier.



F. G. Nichols.



F. J. Jonet.



By the late C. C. Canan.

FRESH BUSINESS LITERATURE.

The 1904-05 catalogue of the Woonsocket Business University presents a galaxy of ex-pupils who are making a success in the business world. There can be no stronger testimonial to the worth of a commercial school than a host of satisfied young men and women.

The prospectus of the Berlin Business College, of Berlin, Ont., is in every way worthy of that thriving school. With a largely increased attendance this year, the school enters upon its fall campaign for business education with renewed vigor.

"A college education is a good thing, but a business education is better," quotes the Mountain State Business College, of Huntington, West Va., in its fall announcement, from a speech of Russell H. Conwell. It might be added that a combination of the two brings one to the height of educational perfection.

The Kenosha College of Commerce gets out a handsome catalogue adorned with views of Kenosha (Wis.) and vicinity. The school maintains a high standard of excellence under the efficient management of Otis L. Trenary.

Located in the heart of the busiest manufacturing district of the South, the Wheeler Business College, of Birmingham, Alabama, is entering upon its sixteenth successful year. A branch school is also located at Houston, Texas.

The annual catalogue of the Bliss Business College, of North Adams, Mass., is gotten out on a superior quality of paper and in elegant style. The prospective pupil will certainly get from it a good impression of the Bliss school.

The South Bethlehem Business College is doing good work in the heart of Pennsylvania's manufacturing district. A neat catalogue has just reached us from that school.

The fall announcement of the Rasmussen Practical Business School, St. Paul, Minn., conveys the information that that school has just completed a very prosperous year. A more prosperous season is doubtless before it.

The forty-third annual catalogue of the Coleman National Business College, of Newark, N. J., has for its frontispiece a photograph of the late Henry Coleman, a greater part of whose life was spent in building up that institution. The new management announces that the high reputation of the school will be maintained.

The Waterloo Business College, of Waterloo, Iowa, is another school which believes in featuring its successful graduates, and it has a large number of photographs adorning the pages of its catalogue.

The fall catalogue of the American Business College, of Minneapolis, Minn., comes to us with the colors of "Old Glory" flying from its front page. It is a neat little announcement.

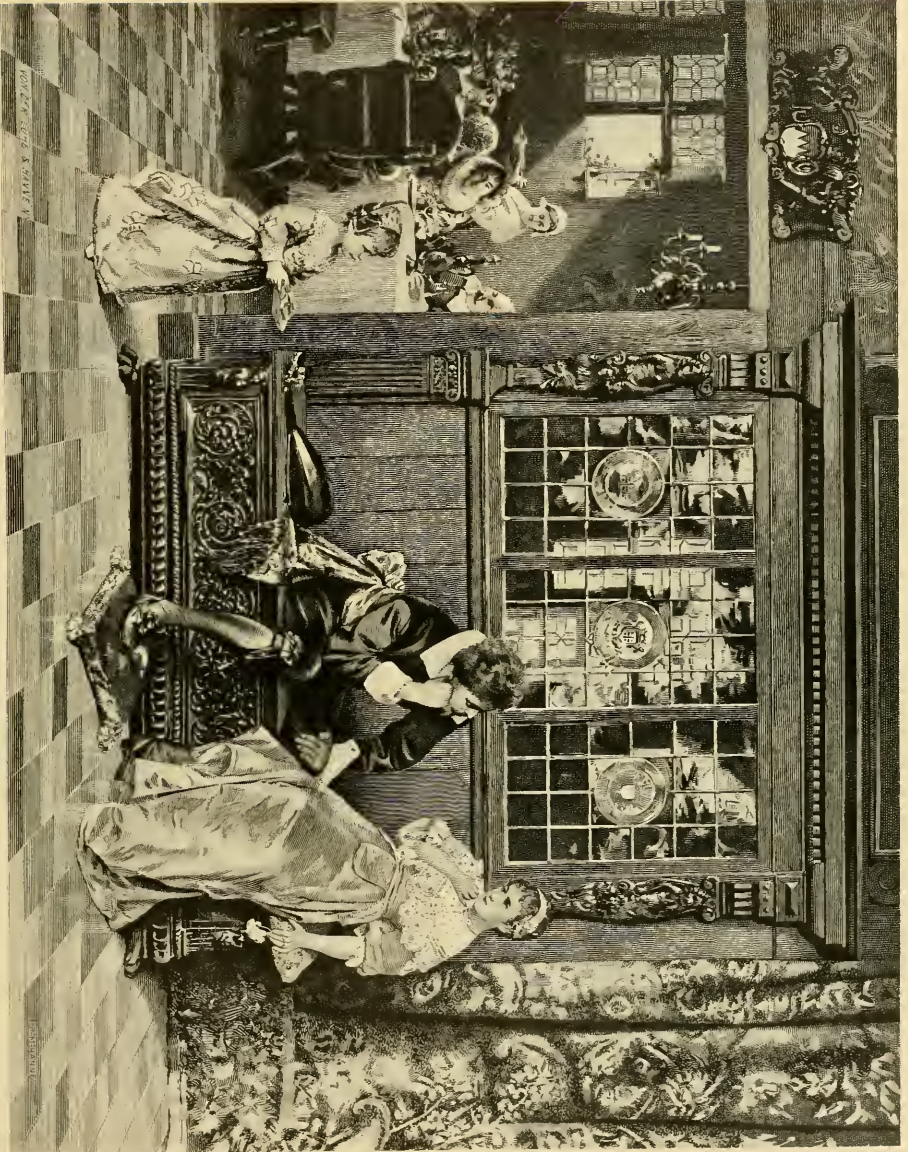
The American Eagle bears aloft the stars and stripes on the first page of the Northwestern Business College's sixth annual catalogue. The growth of the school has been even more rapid than that of the city in which it is located—Spokane, Wash.

Another successful Minnesota school is Archibald's Business College, of Minneapolis, organized in 1877. Like all successful schools, its highest recommendation is not its age, but its efficiency.

Under the management of Mrs. M. H. Davis, there will be no relaxation in the vigorous policy of the Davis Business College, of Toledo, Ohio. The new catalogue gives a view of the new college building and tells of the improvements made in the school.

The Marshall Business College, of Huntington, West Va., presents its annual catalogue without any apologies, feeling that its past career has fully justified its existence. There can be no failure where its principal has learned, as Mr. Ripley says he has, "to love the work of preparing young men and women for usefulness."

The Howard Payne College, of Brownwood, Texas, has on the first page of its catalogue a cut of the new home of the school. Its commercial department is well patronized.



Pen Drawing by Theo. R. M. Hanne, of the Firm of Von der Lühne & Hanne, New York.

This is the finest imitation of wood engraving we have ever seen. Proof of the cut has been submitted to many who are experts and it has passed their inspection as a wood engraving.

The Self-Help Club

Conducted by GEORGE S. MURRAY



THE POWER OF OBSERVATION.

IT is not enough to discuss the laws of habit in general; we must get at those particular habits that make for permanent success in life. The quotation, "Know something of everything, and everything of something," must be properly understood. One cannot know all there is to be known; that belongs only to the Deity. As has been said before, general knowledge is the background of the picture; the detail lies in special knowledge.

Of course, there is almost no end to the number of right habits one should form, but there are certain ones which are indispensable, without which success is impossible, and from which many of the lesser ones naturally grow. Some of these are observation, decision, courage, and fidelity. Suppose we consider the first.

How many people seem to be utterly unable to look about them and form any intelligent conception of what exists? Yet to do this is one of the first factors for success in any calling.

Would Columbus have ever crossed the Atlantic and discovered the New World had he not observed that ships passing out to sea were gradually lost to sight as though going down a hill? This observation of a natural phenomenon, along with others, led him to conclude that the earth was round. On the strength of that conclusion he braved the perils of an untried sea and achieved a mighty triumph for mankind. Newton took note of the fall of the apple and formulated the theory of the law of gravitation. Drummond, in his religious and scientific teaching, was constantly presented with the view of these two departments running hand in hand, and he produced his famous book, "Natural Law in the Spiritual World." And so it is in commerce. Men observe the possible advance in real estate, and make investments that yield them princely incomes. The need of a new transportation line is seen, and a company is formed to build and operate it, and we have the wonderful Subway of New York. Indeed, in the success of any department of human activity this power of observation is a potent factor. The boy in an office or the student in the schoolroom who does not acquire this valuable habit is destined to a mediocre lot to the end of his days.

Observation has a twofold meaning. We may observe the physical forces and conditions about us, and we must also cultivate the habit of looking beneath the surface, of actually looking down deep into things—a process of introspection, we may say. And then comes the matter of analysis. But we cannot carry on analysis without a wide range of facts, which our observation must collect.

After all, to merely have the power of seeing things, the ability of observation, does not mark the possessor with distinction. He must have the ability to take these observations apart and to put them together in logical fashion to accomplish anything. Things are not always what they

seem, and many people of quick observation but of shallow judgment reach conclusions from their observations that are absolutely unwarrantable. One element in forming the correct habit of accurate judgment is time. Too many want to rush through without a painstaking and thorough review of all the conditions. If nature acted on this principle she would never grow an oak or form a mountain. The whole tendency of modern industrial and educational life is to get away from these fundamental principles. It is well to call a halt and remonstrate with him who madly rushes on in this manner.

The man without the power of observation is the man who lacks initiative, who does things in a perfunctory manner, and who is looking for a sinecure. And some observe only to have ground for fault-finding and morbid grumbling. It is for constructive purposes that one should note what transpires about him; to find the weak points and to make them strong; to see the opportunity and to seize it.

An essential part of one of Edison's great inventions was discovered by accident. Failing to secure the desired result in a certain experiment, he noted a peculiar by-product, and before throwing it into the scrap heap carefully examined it, and found a substance he had long been seeking.

The world is full of untold riches, of rare opportunities of a million kinds; yet they lie not wholly on the surface. They can be seen only by him who is on the lookout.

Cultivate the habit of looking into things; it will pay you a hundredfold. As you pass up and down in this busy, multifarious world, be on the lookout, with eyes open to the opportunities for personal development and for contributing to the public welfare.

INVITATIONS RECEIVED.

The students and faculty of the Massey Business College, Jacksonville, Fla., extend to you a cordial invitation to be present at the tenth anniversary exercises, to be given at the college building Monday evening, December 12, 1904, at 8.45 o'clock.

You are cordially invited to attend the fourth annual reunion and banquet to be given by the students of Brown's Business College, Rockford, Ill., Tuesday, November 22, 1904.

Yourself and friends are cordially invited to be with us on Thursday evening, November 17, 1904, at 8 o'clock, when the annual reunion of students and teachers of Rasmussen Practical Business School, St. Paul, Minn., will take place.

Peirce School requests the honor of your presence at the graduation day exercises of the Thirty-ninth Class on Friday evening, December 23, 1904, at 8 o'clock, at the American Academy of Music, Philadelphia, Pa.

A B C D E F G H I J
K L M N O P Q R S T
U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z
1 2 3 4 5 6 7 8 9 0

Engravers' Script Alphabet, by Horace G. Healey.

THE NATIONAL BUSINESS SHOW.

THERE can be no doubt that the business public takes an interest in such a display of office furniture as that presented at Madison Square Garden, New York, December 12, 13 and 14. Prior to the opening of the exhibit many business men were somewhat skeptical as to the outcome, some going so far as to say that people would not attend even if free admission were offered, and with a charge of fifty cents failure was not only invited but assured. On the contrary, however, the affair was a pronounced success. The admission charge was made to prevent the limited space from being crowded by that class of people who would attend merely because it cost nothing, and not on account of any interest in the exhibition. On the closing day there were 60,000 people present, and in the evening the aisles were so crowded that it was almost impossible for one to work his way through. The satisfaction was so general that all exhibitors were eager for another display next fall, and those firms which had not taken advantage of the first opportunity filed applications for space at the 1905 show. The most interesting feature for the general public seemed to be the speed contest by Mr. McGurkin and Miss Carrington. This booth was always surrounded by an appreciative crowd. The average stenographer is doing well when she transcribes thirty-five or forty words per minute, but these experts were writing about three times that number, seemingly with less effort than is put forth by many operators in producing much smaller results. Two or three new typewriters occupied prominent space, and it is safe to predict that there will be an active typewriter campaign during the coming season. A number of magazines for business men occupied booths and thousands of copies of their publications were distributed. Everyone who attended was interested, and the exhibitors are enthusiastic.

THE PASSING OF A PIONEER BUSINESS EDUCATOR.

JOHN D. ODELL departed this life on November 25, at his home in New York, in his seventy-first year. The end was very sudden. He had attended to his duties in good health and spirits up to the closing of school for Thanksgiving, the day before the fatal stroke descended. Mr. Odell is survived by a widow, their daughter, Mrs. Ketcham, and several grandchildren.

With the passing of Mr. Odell the Old Guard of business education pioneers loses another esteemed member. Born at Hopewell, Ontario County, New York, September 28, 1833, he was raised on a farm, attended the district school, from which he passed to the Albany State Normal School, graduating in 1855. In 1858 he was united in marriage with Miss Julia E. Carpenter, of Rochester. Nearly forty-four years ago (in 1860) he removed to Toronto, and began his career as a business teacher at the Byrant & Stratton College. Later he bought the school, and afterward the British-American Business College, presiding over the consolidated schools for many years. In 1880 Mr. Odell came to New York in the service of a trust company. But the teaching instinct was strong within him, and two years later he joined the faculty of the Packard School, a relation that he sustained with honor and dignity for twenty-two years.

Personally Mr. Odell was a man of simple tastes—unostentatious, genuine, a gentleman always. I had the pleasure of a handshake and word of greeting from him in the last week of his active career. They rang as true and as hearty as they did when I was a student at the Packard School twenty years ago.

F. E. V.

The Penman's Art Journal

PUBLISHED BY

THE NATIONAL PENMANSHIP PRESS

203 BROADWAY, NEW YORK.

HORACE G. HEALEY, Editor.

TWO EDITIONS.

THE JOURNAL is published monthly in two editions.

THE PENMAN'S ART JOURNAL, 32 pages, subscription price 60 cents a year, 6 cents a number.

THE PENMAN'S ART JOURNAL, News Edition. This is the regular edition with a special supplement devoted to News, Miscellany and some special public school features. Subscription price \$1 a year, 10 cents a number.

All advertisements appear in both editions; also all instruction features.

CLUBBING RATES.

Regular Edition.—60 cents a year. Two or three subs., sent at one time, 50 cents each. Clubs of from three to nine, 45 cents each. Larger clubs, 40 cents each.

News Edition.—\$1 a year. Two subs., \$1.50. Three to six subs., 66 2-3 cents each. Larger clubs, 60 cents each.

After having sent in enough subscriptions to entitle the club sender to the minimum rate as specified above, additional subscriptions in any number will be accepted at the same rate throughout the school year.

Clubbing subs. in Boroughs of Manhattan and Bronx, N. Y., 15 cents a year extra, to pay for additional cost of delivery.

ADVERTISING RATES.

\$3.00 an inch. Special rate on "Want" ads., as explained on those pages. No general ad. taken for less than \$2.00.

CHANGE OF ADDRESS.

Subscribers wishing to have their magazine sent to a new address should notify us promptly, giving the old address and specifying the edition, whether *News* or *Regular*. Notices must be received in advance, that all copies may be received.

Copyright, 1904, by The National Penmanship Press.

MILLS'S LESSONS

Owing to the continued illness of Mr. Mills it will be impossible for him to take up the course of lessons again. We were extremely fortunate in being able to secure so able a penman as Mr. Lister to continue the work, and he will now carry the course through to completion. Many of our readers have become so interested in these lessons that they would not care to have a change made at the present time, and we know that all feel entirely satisfied with the course as it is now being conducted. Mr. Mills will still continue to be a contributor to THE JOURNAL, so his many friends need have no fear that they will be denied the privilege of studying his work.

Why not celebrate the new year by getting up a club for THE JOURNAL? When you have done this we know you will agree with us that two clubs are better than one, and one good club deserves another.

Let us all endeavor to make the year 1905 just a little better from every point of view than the past season has been. Let us do more work and better work. If we have done well in the past, let us not weary of our efforts, but prepare to do still better in the future. Progress is not the work of one man, but the power of an earnest body of men and women, all working with the same aim in view, is irresistible.

On another page will be found the advertisement of Valentine Sandberg & Co., of this city, who are prepared to do all kinds of designing and other artistic work of this nature. Mr. Sandberg is the designer of our December cover, also the October and December covers for Munsey's Magazine, and he has just prepared a cover design for Life. Knowing this firm personally, we can vouch for their ability to do high-grade work.

FROM HIRAM TO POUGHKEEPSIE



A year or two ago a young man, then a student defraying his own expenses at Hiram College, Ohio, wrote me about my correspondence instruction in penmanship. He wrote to others also, but after carefully considering the matter he decided to enroll as a student of Mills's Correspondence School of Penmanship. He not only decided to enroll, but he did so, and began work at once and worked faithfully. After finishing the business writing course he was so well pleased that he enrolled for the ornamental work as well. Through my instructions by mail he is now the penman of the great Eastman Business College, at Poughkeepsie, N. Y. Mr. Leslie is giving excellent satisfaction as a teacher. Mr. Leslie says:

"I want to thank you most sincerely for the influence you used in securing me this position. I feel that it was wholly through you that I secured it. Professor Gaines is a great admirer of your writing. I am following quite closely the course of business writing I took from you with my classes. I feel quite confident of success in this new position, and am liking my work very much."

Mr. Leslie worked up his penmanship during his spare time only. You may be able to do as well. If I can aid you in securing a good position I shall be only too glad to do so. Many desirable schools are anxious for the students I train in penmanship. Send stamp for full particulars to-day, not to-morrow.

E. C. MILLS, 195 Grand Ave., Rochester, N. Y.

CARDS!!

Written and Blank

White, beautifully and skillfully written, 15 cents per dozen.

Colored, 20 cents per dozen.

Blank Cards, 90 cents per 1000 for white new rainbow shades, or colored for white ink. Samples Free, or 15 cents for sample 100.

CARD CASES

Burnt Leather, 25, 35, and 50 cents, name burnt on free. Aluminum, 25 and 35 cents, name engraved on Free! Address

STEVENSON'S STUDIO

GRAND OPERA HOUSE BLOC.

CINCINNATI : : : : : OHIO



DIXON'S

American Graphite

Stenographer PENCIL

Designed for the needs of Stenographic Work.

Made in Three Grades.

Send 10 cents in stamps for samples, and in writing mention this paper.

Joseph Dixon Crucible Co.

JERSEY CITY, N. J.

In answering advertisements, please mention the PENMAN'S ART JOURNAL.

IMPORTANT

Penmanship copies and Drawings intended for reproduction require special preparation for best results.

I have published a new book entitled "How to Draw for Reproduction or Photo-Engraving," with complete illustrations and the most valuable pointers. Every penman, artist, home student and professional should have a copy. It will add to your library a volume worth many times the price I ask.

Nicely printed, bound with colored cover, and contains the important information I have learned in the past ten years. It shows you how and tells you how. A copy will be mailed postpaid for but 25 cents. Stamps or silver.

Address C. D. Scribner, Belton, Texas.

INDISPENSABLE TO PENMEN

ROYAL SLEEVE PROTECTOR

PAT. APPLD FOR



Fits the arm snugly. Needs no pinning nor tying. Just slip them on and the special elastic goring does the rest. Made of duck in white, brown and black. Easily laundered. Small, medium or large size. Sent postpaid for 25 cents a pair.

Royal Mfg. Co., Evansville, Ind.



IT IS \$3 for a large cake of Korean Ink, the kind that is perfectly black on shades—mellow and soft on elusive, but firm hair lines. It flows beautifully and is an incentive to beautiful writing. Your name written in ornate style and etching made for \$2. Cuts of any matter in script made to order—cuts that have vim and dash—Madarasz quality.

BUY THE INK, and improve your writing.

L. MADARASZ, 1281 Third Avenue, New York

PRODUCT WORK FOR ACTUAL PRACTICE.

By C. C. LISTER, Baltimore, Md.

The product work for the present school year will consist of a series of letters in actual business practice. In this issue Letter No. 5 appears. H. B. Ferris, Denver, Colo., advises Jones & Co., of Chicago, Ill., of a shortage on his order.

Denver, Colo., Oct. 14, 1904.

*Messrs. Jones & Co.
Chicago, Ill.
Gentlemen:*

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Horace G. Healey

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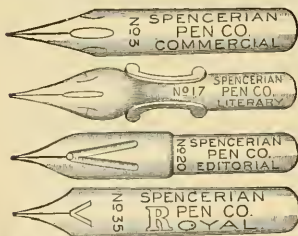
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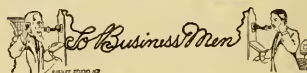
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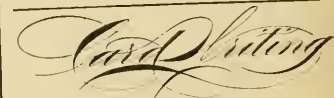
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Classified Advertisements will be run under the above head for 5c. a word, payable in advance. Where the Advertiser uses a nom de plume, answers will be promptly forwarded.

OWNERS OF BUSINESS COLLEGES who require commercial teachers, penmen, or shorthand teachers (Isaac Pitman), should communicate with W. J. Elliott, principal of the Elliott Business College, Toronto, Ontario. We make a specialty of preparing students, who have formerly been public school teachers, for teaching in business colleges. State salary.

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The School Exchange Department is maintained to sell school property and to aid in forming partnerships. Write for information. Read this list of bargains:

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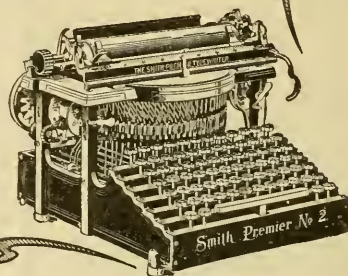
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These lessons commence in this number, and will continue until next summer.

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Mr. Lister will continue his popular course along the same lines as before.

Lessons in Illustrating, by R. W. Magee, Toronto, Can.

A practical course for those desiring to equip themselves for newspaper and magazine illustrating.

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Mr. Kelchner is a master of his art, and will continue to place before our readers the best specimens of work from his pen.

Business Figures, by the Editor of the Journal.

There is nothing more important to the business man than the habit of making figures that cannot be mistaken for anything else than that for which they were intended. These lessons will be invaluable to the bookkeeper.

Special Numbers.

During the spring at least two special numbers will be gotten out which will please the most exacting critic.

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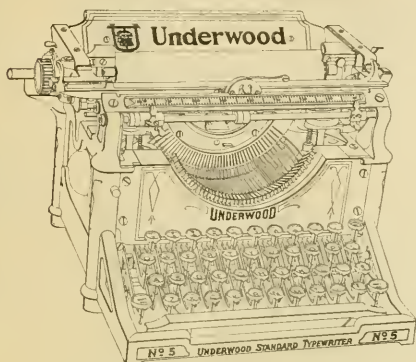
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R. S. COLLINS

VOL. 29

NO. 6

FEBRUARY, 1905

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Correspondence invited.

S. S. PACKARD, Publisher

101 East 23d Street, New York

THE PENMAN'S ART JOURNAL

TWENTY-NINTH YEAR.

FEBRUARY, 1905

D. T. AMES, FOUNDER AND CONTRIBUTOR

COMMENT BY THE WAY.

THE month of January has gone. It has been a most inspiring month for us. Nearly every one of our old friends who has been fighting in the front ranks for better business writing has felt that in advancing the interests of the JOURNAL he was doing as much for the cause as could be accomplished in any other way, and many large clubs have been received since the first of the year. But there are several good men and true still to hear from. It is by no means too late to secure a club of subscriptions to the JOURNAL. We will be able, for some time yet, to commence all subscriptions with the January number, and this is a matter of some importance to the pupil, inasmuch as the new course of lessons for beginning pupils commences with the last issue. Let us change the significance of the old line, "A short life but a merry one" to a "A short month but a busy one." There are only twenty-eight days in February, but the month is sufficiently long to enable every teacher to bring the JOURNAL to the attention of his pupils in writing and get up a rousing big club.

We had so much other valuable matter for the January number that we were compelled to omit our list of clubbers. It is needless to say that this is not because the clubs didn't materialize, as a glance at our books shows decidedly to the contrary. The JOURNAL appears to be more popular this year than ever before, and we really would be surprised if it were otherwise, as we have been working harder than ever before to bring our magazine up to the standard of what we believe the ideal penmanship publication should be.

While you are waiting for your ship to come in don't forget to look after your penman-ship.

Penmen are born and not made. They are not born good penmen, but they are born with energy and ambition. Given good sense and plenty of push there are few obstacles that cannot be surmounted.

Napoleon was a great man, but there were two things he could not conquer—the pen and tobacco. You can be master of the former if you will and the other you are just as well off without.

Don't imagine that because you have not mastered penmanship at the end of the first week you are a hopeless case. While a good business hand can be acquired with much less effort, all those writers who stand in the front rank have reached that position only as the result of months of continuous practice.

Those teachers who were so fortunate as to be in attendance at the convention in Chicago must have been more deeply impressed than ever before with the paramount importance in the business world of a good business hand. It is the aim of the JOURNAL to meet in every way possible the demand of offices for men who can write the English language rapidly and legibly.

ON the front cover of this issue is given an excellent likeness of R. S. Collins, instructor of penmanship in the Peirce School, of Philadelphia. Mr. Collins is too well known throughout the penmanship world to require an introduction to our readers. He is living proof of the fact that a man can be a master penman, and about all the other good things the average man aspires to, at the same time. He came to Philadelphia and took up his present work when many of our most enthusiastic readers of the present day were drawing their lines of writing from the copy books in the old red or white schoolhouse at the crossroads. He is also proof of the fact that if there is any truth at all in the flings made at the Quaker City by our would-be humorists the ratio of fiction to fact is in the neighborhood of sixteen to one. Mr. Collins is the embodiment of energy, a veritable storage battery that never needs to be recharged. He seems to come in on the homestretch just as easily as he went under the wire when the flag dropped. Every year he sends in many hundreds of subscriptions to the JOURNAL, and if all the subscribers whose names he has sent in to this office were concentrated in one place it would make a city large enough to support a prosperous business school. The penmanship world needs a great many men like Mr. Collins, and we would like a few more of him among our clubbers.

One of the speakers at Chicago, referring to the value of good handwriting from a commercial standpoint, estimated that such an acquirement was worth at least two thousand dollars to a young man. This conclusion is arrived at in the following manner: If a good penman draws a salary of ten dollars a month more than his fellow worker of equal ability whose penmanship is a scrawl, the increase amounts to one hundred and twenty dollars a year. This is equal to 6 per cent. interest on the amount first mentioned. It is needless to say that in many cases the ability to write neatly and legibly means just the difference between success and failure. It would seem that the line of demarcation between these two antitheses should be broader, but it is nevertheless true that it is often just as broad as the point of a pen, and no more so.

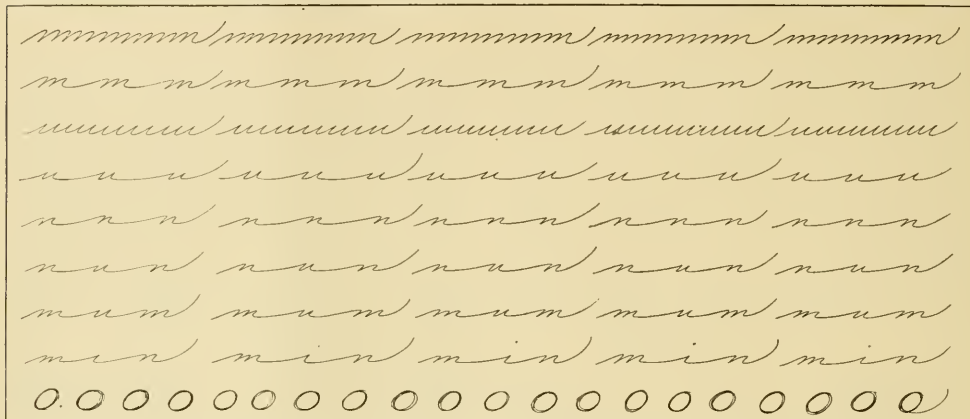
The presence of none of the members added more to the pleasure of those in attendance at the Chicago convention than did that of W. A. Hoffman, who came over from Valparaiso, Ind., to attend the last day's meeting. He was unable to attend throughout the session, as his school was running under full pressure, with about three thousand pupils in the various departments. The Northern Indiana Normal School takes no vacations, and almost runs day and night. Mr. Hoffman is one of our best clubbers, alert, active, typical of the school he represents, and ever on the lookout for new ideas which he can make his own. Personally, he is one of those whole-souled, broad-minded men whom to know is to admire.

We know of no more timely resolution for a teacher of writing to make than to resolve to club the JOURNAL early and often.

Rapid Business Writing for Beginning Pupils.

By L. E. STACY.

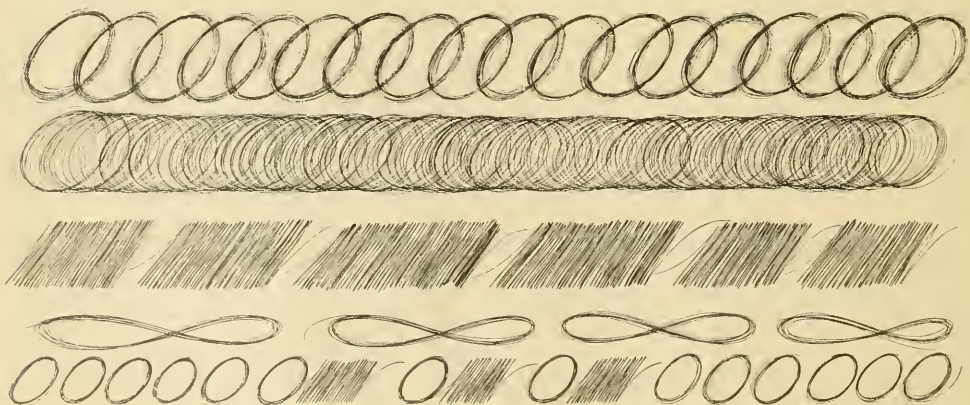
Salem Commercial School, Salem, Mass.



The movement required for the minimum spaced letters must be well under control. After making an entire page of the first line in the above plate, try the m, three in a group. See that you have enough reserved power to write these three letters without going to the limit of your scope.

Line three prepares you for the u. With all thy getting get strength to your writing. And the way to do this is to practice the movement exercises from morning until night.

Try your hand on the word "nun." Do not stop with a few minutes' practice on this word, but let it answer for the entire hour. Remember, it is absolutely necessary that you tire those muscles in your arm, or there will be no improvement.



The ovals and straight line exercises are very valuable as movement exercises, and should be practiced faithfully from five to ten minutes each day. Practice carefully and turn out clean, clear work. The figure eight exercise will develop a sliding movement. The small oval and straight line combination should be practiced carefully until you can get the change in movement easily.

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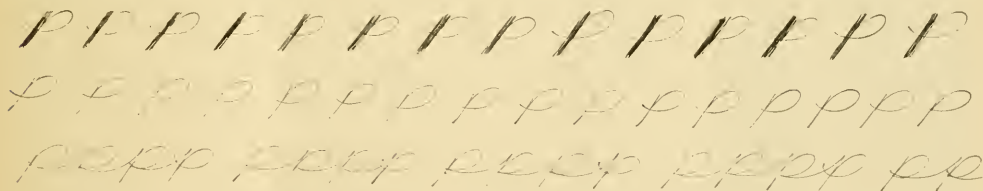
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Modern Business Writing.

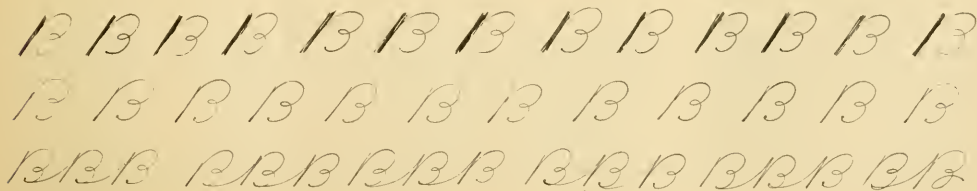
By C. C. LISTER.

THERE is nothing more necessary for the beginner in penmanship to develop than the habit of application. Without energy and perseverance there is no success possible in this field or in any other. It is needless to say that for the tyro the work is often discouraging at the outset, but for those who persevere and make the pen a servant rather than a master the rewards are in proportion to the cost in labor. One of the speakers at the Convention, in Chicago, called attention to the fact that the pupil was not only the victor over his pen when he had mastered the art of writing, but he was also victor over himself. To become a good penman is an aim worthy of any young man, but that end is nevertheless hardly more than incidental to the great benefit which has come to him through his increased ability to apply himself to whatever task he sets for himself. The world is full of young men and young women who are drifting hither and thither with the tide of affairs because they do not possess this power of application. They take up some line of work and before long they see what a vast field is opening up to their vision. Instead of feeling inspired by the prospect they become discouraged. Instead of seeing in the future, as it looms up before them, a grander field for usefulness, they observe only the drudgery which always is the accompaniment of success in any vocation; and just as they are in a position to reach out and grasp the

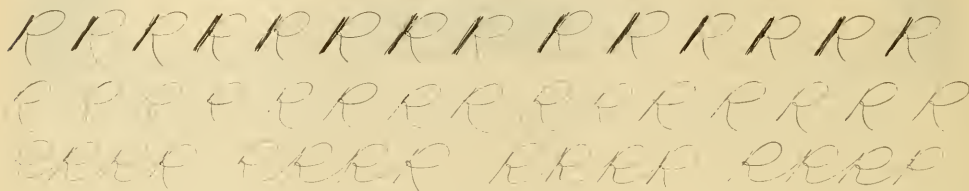
first fruits of their labors they lose their grip and their nerve and are caught in the eddy and swept away, only to begin all over again and repeat the same performance, until at last, they are too old to be of use in the world and their names are enrolled on the long list of failures. Every year, as the competition of the world becomes keener, more and more is demanded of the young man or woman who would forge to the front. The law of the survival of the fittest, in the business world, has never been repealed, and it will not be in the lifetime of any one of our readers. Application is one of the largest component parts, not only of preparation but of achievement as well. While you are waiting for the lightning of success to strike you just bear in mind that it strikes only those who have up their lightning rods. The electricity of success has no power to waste and it comes only to those who have made themselves ready to receive it. So, if your lesson in penmanship seems hard, if your progress appears slow, if you feel that more is being required of you than you care to do, bear in mind that it is not this little victory you are fighting for, but the great victory over yourself which will, eventually, make you victor over the world; which will enable you to conquer the obstacles which will inevitably present themselves to you and make them stepping stones to success.



Three capital letters belonging to the same group are the P B and R. The first stroke and the top of each is similar to the same part of the other two. The chief item to watch in making these letters is the straight down stroke. To suggest valuable practice on that principle, I have retraced it and recommend the method to all who have not absolute control of their movement. Make the down stroke of the letter and then retrace almost the entire length. It might be well to retrace it all. The retrace exercise should be counted, making it seven times and then finish with the top oval. It will be necessary to take much care or the top oval will be too slanting. It should be similar to the small *a*. An important line for practice is line 2. Count for each letter 1—2, 1—2. Make sixty to eighty per minute. Line 3 is suitable for practice after one has developed enough power of movement to have a large surplus in reserve. Joining four of the capitals, as is shown in line 3, requires considerable skill. Do not stop practicing on this plate until at least three pages are made of each line.



If the preceding plate has been thoroughly mastered, this exercise will not give much trouble. It is simply the capital P with the addition of an extra oval which is a duplicate of the top one. Be careful with the down stroke. Make it straight and then endeavor to retrace it all. Count 1—2—3 for each letter. Strive to make the top and bottom the same size. Be careful with the slant. This capital is not unlike number 13, with the 3 and 1 joined. The connecting loop between the two ovals should be made very small. After making three pages of the first letter, one should be well equipped to execute the second line in a satisfactory manner. Line 3 affords an opportunity to use some of your reserve power.



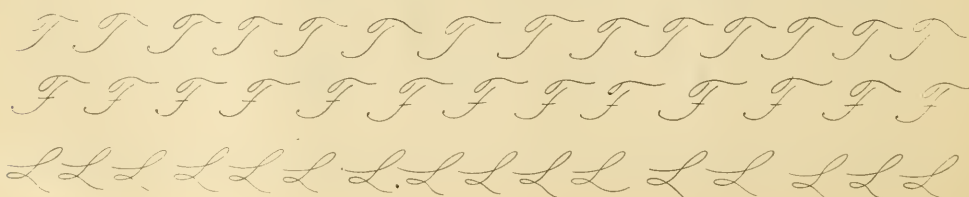
In this exercise we have the last of the group of letters mentioned in our first paragraph. Two-thirds of the R resembles the B, but instead of duplicating the top oval, the bottom portion of this oval is brought up close to the down stroke and then the line is dropped from the middle to the base line. The top of the R resembles the capital P; the bottom forms a triangle resembling the capital A. The beginning and end of the R are the same as the K which we had in a previous lesson. The chief object for care in this letter is to see that the oval does not extend too far to the right and also to see that the finishing stroke passes just through the base line. The count for this letter is 1—2—3. Make three pages of each line. The proper height for these capitals is a little more than one-half space.



We have now finished all of the capitals that are more or less simple in their construction and execution. We come now to some that are worthy of the skill of the most adept. As a preliminary practice for the letters in the succeeding plate, I recommend daily drills of considerable duration on the compound oval movement. Count for each down stroke, letting the entire movement occupy the distance between two ruled lines. This exercise appears to be far more simple than it really is. To make a careful retrace is a difficult matter, and while so often repeating the word "retrace," I am reminded of the Grecian artist who called on one of his fellows in a distant city, and not finding him present went away leaving word with the servant that he would call again. He returned to his home, distant many miles. He refused to give his name to the servant. On coming again he was informed by the servant that his master was once more absent from home. He was told by the servant that his master wished very much to have his name. This he declined to give, but taking up a piece of parchment he drew a circle with his writing instrument and said: "Give this to your master on his return." When the master came he was informed that the strange visitor had been to see him that day and that while he refused to give his name he left a drawing. The master, on beholding it exclaimed: "Oh, it was my friend —. He is the only man in Greece who can draw a perfect circle." The master then took the circle and retraced the line perfectly and sent it by the servant to his artist friend, and when the friend received it he exclaimed: "Ah, yes, this is from my friend, for he is the only man who could retrace that circle without leaving some indication of the fact.

In making the repeated exercises, given in this lesson, I would suggest that you strive to make the retrace as nearly perfect as possible. Out of all these compound movements we have the main stem for the capitals T, F, L, S, G.

As a preparation for the top of capitals T and F, the third line in plate 4 is commended. The exercise on that will not need so much practice as others. This offers an opportunity for a suggestion. It is a wise student who knows on what exercise to practice the most. As a rule, learners practice continually on that which they can make the best. This is caused not by an ambition to excel, but by the fascination of being able to execute the curves in a graceful manner.



There will be a tendency to make the T and F too high. The reason for this is that the stem is usually made as high as the letter should be, and then when the "canopy" is thrown over, it necessarily increases the height. To obviate this trouble, try making the top of the letter first and then writing the stem beneath. If you can make a good T, you will have no trouble with F—simply strike a very short dash through the middle of the stem.

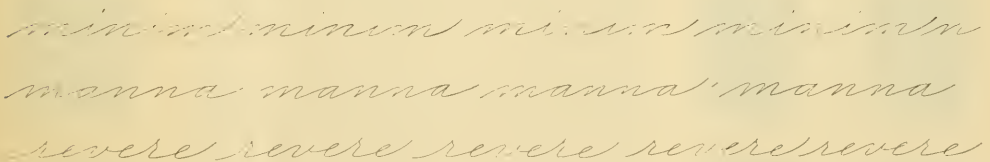
The L begins like the small l and ends like the Q. Be careful that the preliminary stroke in the L is not too long. It should never extend to the left of the beginning point. The connecting oval on the base line is perfectly flat. Let the finishing stroke drop down gracefully so that it will be at right angles with the down stroke.



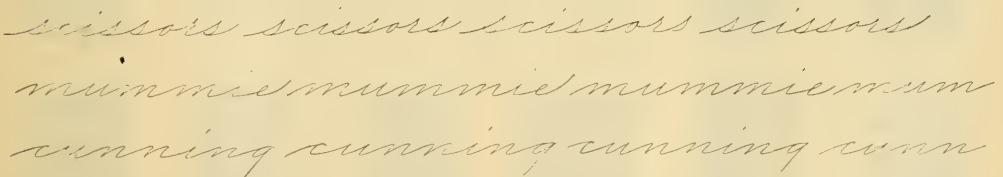
The S begins in the same manner as the capital L, and it ends like the small s. Watch carefully the preliminary sweep, and strive to make the top and bottom ovals of the same size. Three pages for each line will be none too many, and you can count yourselves fortunate if you master the exercise with but three pages of practice.



We come now to possibly the most difficult letter in the alphabet, the G, and at the beginning I shall tell you why this letter is hard to make. It is composed of two ovals on the main slant, and in the well-written letter these two ovals should be *uniform* in slant. Therein lies the difficulty of making a good letter. Begin the letter just as you do the capital S; come down very nearly two-thirds of the distance to the base line, then return almost as far as you came down and finish with a curved line similar to the last part of the figure 5 or the last part of the letter S. Line number 1 suggests a valuable drill in preparing for this letter. As many pages of this line should be made as necessary to firmly fix the form of the letter in the muscles of the arm. Remember, as I have said before, that good writing is in the arm and not in the head. Until we can execute these forms unconsciously we can in nowise be termed good penmen.



This plate will afford a review on some of the small letters. Endeavor to get a little speed into your work. Remember, that it is only by repetition that a habit can be formed. But the repetitions must be thoughtfully directed.



The word in the first line will try the mettle of the advanced student. Don't give up too easily. Watch the spacing. Secure a good strong line. Movement, Form, and Line, this is the trinity of penmanship success. All is yours if you work for it and by so doing deserve it.

THE JOURNAL'S GALAXY OF PENMEN.



Wm. Hope.



Oscar Hanson.



W. F. Hostetler.



J. W. Lillibridge.



G. S. Herrick.



E. S. Ripka.



C. E. Baldwin.



E. C. Davis



"If it's from Stacy it's good," and we have a number of that kind of specimens of pupils' work from the Salem (Mass.) Commercial School. Orders for hams, written as plainly as these, would be filled by any firm in the country.

J. B. Fuerth, of the Spencerian Business College, Milwaukee, Wis., is getting just the kind of results that anyone who knew him would expect. His efforts have been supplemented by the PENMAN'S ART JOURNAL. That publication and a good instructor make a team which is hard to beat.

From Brooklyn, M. L. Miner sends in some class work of his pupils which is certainly novel in design. The workmanship is exceptionally good.

The Scranton (Penna.) Business College sends in quite a bundle of sheets of practice work. It is so uniformly good that it is difficult to select the best. One of the specimens is that of a pupil who, three months ago, wrote with a cramped finger movement.

Distance proves no obstacle to securing results from the PENMAN'S ART JOURNAL. John Jones, of Dowlais, England, sends us some sheets of ornate writing which do credit to the writer.

Over at Greensburg, Pa., J. W. Jacobs has been doing some very commendable work in Leech's Actual Business College. Every pupil seems to be worthy of his teacher. There is some excellent pen lettering by Geo. MacPhail.

E. A. Cast, of the Northwestern Business College, Spokane, Wash., sends in a variety of work produced by his pupils. These pupils are not only learning to write well but some of them draw even better. The pencil sketches by Ed. Davis, "The Telephone Girl," and Miss Elinor Cast (daughter of E. A.) "The Washerwoman," are worthy of mention.

W. R. Hayward is turning out a large class of good penmen at Passaic, N. J. It is just one more instance of the right man in the right place.

When one gets so many good specimens as arrived in this office bearing the St. Louis postmark there is danger of missing many worthy copies if an effort is made to mention any of them, but there are some good pages written by H. Wehrenberg, W. Frederick and Frances Bangert. They are all pupils of H. D. Davis, at the Southwestern Business College.



N. Jeanette Lammers.



C. E. Strawbridge.



W. J. Stillman



R. A. Le Doux.



J. W. James.



A. Blanchard.



S. A. Drake.



M. W. Blankinship.



E. Fitzgerald.



T. L. Brown.



E. J. Ferris.



A. E. Burch.



C. H. Peirce



Chas. J. Smith.



J. M. Reaser.



S. L. Romine.



M. J. O'Neill.



R. W. Nickerson.



W. A. Ripley.

THE JOURNAL'S GALAXY OF PENMEN.



O. W. Ford.



C. S. Rogers.



L. B. Sullivan.



J. S. Mount.



C. D. Long.



C. R. Mosch.



M. M. Van Ness came over from Newark and left a large collection of practice pages equal to the best we have seen. He has every reason to be highly gratified with the splendid results he is achieving in the penmanship classes of the Coleman National Business College.

EDITOR'S SCRAP BOOK.



F. J. Lynch.



P. E. Stevens.

W. C. Schuppel.



C. E. Birch.

One of the most artistic bits of ornamental letter writing work we have received is from E. J. Plantier, of Bellows Falls, Vt.

A letter received from J. D. Todd, of Newark, N. J., is done in the best style of that very superior penman.

D. H. Farley has favored us with one of his distinctive pen-written letters. He is absolute master of a style all his own.

For plain business writing it would be difficult to improve on a letter received from J. K. Renshaw in which, incidentally, he orders some extra copies of the January JOURNAL.

A. D. Skeels is another Philadelphian who is fully able to demonstrate his right to the title of "Penman."

W. C. Wollaston, of LaCrosse, Wis., sends us a letter which would be a passport for entrance into the inner circles of the penmanship world.

The signature at the end of a communication received from J. F. Sarley, of the Metropolitan Business College, Chicago, would demonstrate his ability as a penman, even if we hadn't known of it before.

Gloversville, N. Y., is the home of C. E. Brumaghim, who takes the time to prepare a pen-written letter relative to a club for the JOURNAL. It is an exceptionally good specimen.

L. M. Kelchner, of Dixon, Ill., "takes his pen in hand" long enough to write us a full page letter. It is needless to say that it is as good as the best.

J. S. Lilly, of Lile, West Va., sends us a set of capitals and some finely executed cards.

Superior workmanship characterizes the specimens of card writing received from F. S. Heath, Concord, N. H.; C. A. Gruenig, Dayton, Ohio; A. R. Merrill, Saco, Me.; J. M. Reaser, Galveston, Tex., now of Milton, Pa.; E. S. Hewen, Jacksonville, Fla.; A. D. Skeels, Philadelphia, and J. D. Valentine, Pittsburg, Pa.

An appropriate New Year's Greeting received from S. D. Holt, of Philadelphia, reminds us of the fact that he is a skillful pen artist.



J. A. Conley.



E. M. Paul.



E. G. Dirr.



R. D. Quisenberry.

N. R. Ainsworth.



E. E. Ferris



W. B. Day



J. W. Millsaps.



Alden Strong.



W. W. Winner.



E. J. Plantier.



W. Leroy Brown.



Archibald Cobb.



J. W. Smith.



W. F. Gibson.



N. C. Brewster.



S. B. Lathan.

The Penman's Art Journal

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HORACE G. HEALEY, Editor.

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THE PENMAN'S ART JOURNAL, News Edition. This is the regular edition with a special supplement devoted to News, Miscellany and some special public school features. Subscription price \$1 a year, 10 cents a number.

All advertisements appear in both editions; also all instruction features.

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News Edition.—\$1 a year. Two subs., \$1.50. Three to six subs., 66 2-3 cents each. Larger clubs, 60 cents each.

After having sent in enough subscriptions to entitle the club sender to the minimum rate as specified above, additional subscriptions in any number will be accepted at the same rate throughout the school year.

Clubbing subs. in Boroughs of Manhattan and Bronx, N. Y., 15 cents a year extra, to pay for additional cost of delivery.

ADVERTISING RATES.

\$3.00 an inch. Special rate on "Want" ads., as explained on those pages. No general ad. taken for less than \$2.00.

CHANGE OF ADDRESS.

Subscribers wishing to have their magazine sent to a new address should notify us promptly, giving the old address and specifying the edition, whether *News* or *Regular*. Notices must be received in advance, that all copies may be received.

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NEWS OF THE PROFESSION.

W. A. Ripley, Huntington, W. Va., has re-organized the Huntington Business College and has started the fall term with one hundred new pupils.

S. L. Beene, of the Newark, Ohio, Business College, reports that the school is in a flourishing condition. It has been under Mr. Beene's management for twenty years.

Since engaging with the Northwestern Business College, Spokane, Wash., E. A. Cast has been kept very busy, having full charge of the bookkeeping, arithmetic, grammar, letter writing and penmanship. Mr. Cast is a splendid teacher, and an advocate of the JOURNAL for his pupils.

Through the Stamford (Conn.) Daily Advocate we learn that early in January a deal was consummated by which the Brown Business College, of South Norwalk, Conn., passed to the control of Mrs. M. A. Merrill, of Stamford. Mrs. Merrill is well known in the business educational field of New England and the present high standard of the South Norwalk school will be maintained.

At the close of the fall term of the Brazil Business University three of the teachers, Messrs. B. A. and C. B. Munson, and A. O. Kline, were presented with appropriate Christmas gifts by the school. No better testimony could be adduced in proof of the high regard in which these gentlemen are held by their pupils.

Under the heading of "Sweet Hour of Twilight, Radiant from the Glowing Past and Sacred unto Memory and Peace," M. E. Bennett, of Braddock, Penna., sends seven sheets of beautiful sentiment and artistic penwork. There is poetry in every word and line, art in every stroke of the pen, and all in all this Christmas Greeting is one of the most delightful remembrances the JOURNAL has ever received.

That the ability of H. E. Wassell, formerly of the Aurora, Nebr., Normal and Business College, is generally recognized, is shown by the fact that immediately after the failure of the Aurora school he received a telegram from one of the leading business schools of Saint Louis offering him a position there. Earnest, conscientious work in the school room, as in other vocations, rarely goes unrewarded.

The fight between vertical and slant writing is still on. In a number of cities the school boards have ranged themselves on one side, with the business schools and business men on the other. Inasmuch as the public schools are designed for the purpose of preparing young men and women to take their places in the world it would seem that the demands of the world should be met in so important a matter as that of writing. Business men seem to be a unit for slant or semi-slant writing.

The Florida Times Union, of Jacksonville, gives a full account of the enjoyable reception recently held at the Massey Business College. Under the management of E. S. Hewen that school has been making wonderful progress.

The Pittsburgh, Pa., Gazette rightly recognized that well known accountant, Geo. W. Wood, C. P. A., by giving his photograph a prominent place in its columns.

The name of the X Writing Monthly has been changed to "Principles" and will continue to be issued regularly. Mr. Bixler is an interesting and instructive writer, an article from his pen entitled "Positive and Negative Advertising" having appeared in the JOURNAL about eighteen years ago.

The new catalogue of the Auto Pen and Ink Manufacturing Co., Chicago, Ill., has reached us. This list covers everything the most careful penman could desire, and every article is as good as can be produced. These people have built up a large business in all parts of the country by their invariable habit of fair dealing.

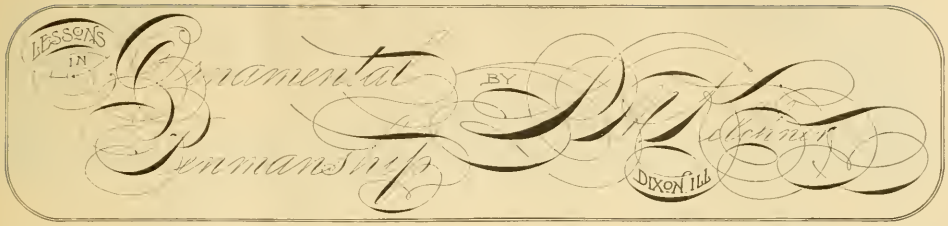
J. W. Lampman, while well known in penmanship circles, is not, we believe, generally known among the profession as being a musician. Mr. Lampman has for several years past been quite closely connected with music circles in Omaha, and has been at the head of several of the largest choirs and musical organizations in the city.

Those who talk of the decadence of writing should take note of the fact that one of the leading British reviews bears in its pages the information that all manuscripts must be in the handwriting of the author.

W. J. Kinsley, of New York City, spent a number of days in Boston during January as expert handwriting witness on the famous Tucker case.

The Omaha Commercial College has for several years conducted a telegraph department. This department of the institution is prospering in a remarkable manner. The proprietors of the school are intending to put in a system of wireless telegraphy in the near future. With this end in view their telegraph instructors, Mr. Smith and Mr. Rohrbough, have both made trips to St. Louis recently for the purpose of studying the De Forrest system.

As a fitting recognition of the importance of expert handwriting evidence in legal cases W. J. Kinsley, of New York, was called to Wilkes-Barre, Pa., during the progress of the case of Nesbitt vs. Richards, to testify as to the authenticity of the signature upon which the case hinged. There was \$10,000 involved in the suit. Mr. Kinsley was on the witness stand for two days, and shortly afterward the attorneys for the plaintiff withdrew from the case and the note was officially declared to be a forgery. It was a distinct triumph for expert handwriting evidence.



INSTRUCTIONS.

A CERTAIN indefinable dash and vigor is essential in the ornamental style. A slow cramped movement will produce stiff, heavy, clumsy and awkward forms. A free, easy and elastic movement will produce graceful and harmonious forms.

Study your movement, try to secure as perfect control of the hand and arm as possible, and by so doing you will secure more perfect and graceful letters.

You should spend from ten to twenty minutes' time on some easy preliminary movement exercises in starting your practice in order to limber up the writing muscles.

Copy 117.—This letter is considered the most difficult of the loop letters. Use the combined movement. Make the down stroke rapidly, as it will help you to keep it straight. If shaded at all the shade should come on the lower loop. I raise the pen in making the last up stroke for the loop just at the base line. Uniform slant and spacing. Don't slight this letter. Master it.

Copy 118.—These words are given to follow the preceding line of the *i* exercise. In most of the long words I would advise you to raise the pen. Watch spacing.

Copies 119 and 120.—Same number of words on a line as copy. Go fast enough to secure fine, smooth hair lines. Uniform slant and spacing. Try and arrange your spacing so that the loops will not touch. I would advise you to write fifteen to twenty lines before you change to another copy. Hold yourself down to your best efforts all the time. No careless or indifferent practice.

Copy 121.—This line is given to alternate with copy line 122. I would advise you to raise the pen every three or four letters. Most of our fine penmen for accurate work raise the pen often in writing words, and some go so far as to raise the pen on nearly every down stroke, but I do not think this advisable.

Copy 122.—In writing these words see how near you can make the loops correspond in height and slant. Write about the same size as copy.

Copy 123.—Make this principle entirely with the muscular movement. You must have freedom and dash to your movement. The heaviest part of the shade should come at turn just as it touches the base line. Tip the oblique part of the holder up a little. This will help you to get the shade low. Make short shade. Oval should be rather large and horizontal. Drop and raise the pen while the arm is in motion. Master this stem and you will have very little trouble with the letters that are to follow.

Copy 124.—Let them lap like copy. Make the same number as in copy and see how near you can keep them to the same height and slant.

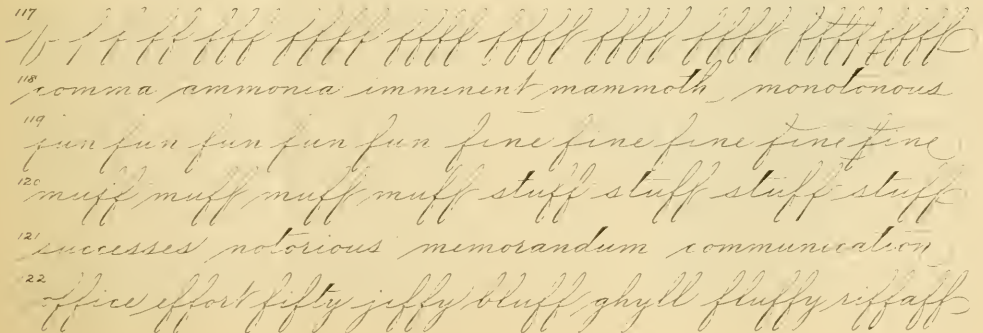
Copy 125.—Make the stem first. See to it that you use a free movement in making the stroke over the top. Shade about as heavy as copy and make the shade quickly. No finger movement.

Copy 126.—Free movement in making the capital. Make the small letters fast enough to secure smooth lines. Uniform spacing. There is a tendency to make too close spacing in such words as "receive," words where the letters are narrow at top.

Copy 127.—Just like copy 125, except the horizontal cross stroke, which should come at one-half the height of the letter.

Copy 128.—Uniform slant and spacing. Retouch the *t*'s and *d*'s at top.

Copy 129.—You have two exercises for this letter. Make the stem exercise first. Then the cap for exercise over the top. Place as many in group as copy. You have a chance to pause at each angle. Stop long enough to catch your balance in order to make the following stroke well.



123.

124

125

126

Tennessee commission men receive corn

Copy 130.—Make this exercise without raising the pen.

Copy 131.—Make stem part first. Notice double horizontal oval at bottom, also parallel compound curve at top. Do not be in too much of a hurry to change on these exercises, as it sometimes takes a page or two in order to learn the combination. All capitals must be made with a free movement. Small letters only fast enough to insure smooth lines.

127

128

129

130

131

HOW TO SUCCEED.

FRESH BUSINESS LITERATURE.

A BUSINESS or a patch of ground was never yet so far gone but that the right kind of a man, given a free hand, could not make it thrive, for there are few situations where getting sixteen and a half ounces out of every pound will not make success. Here comes the successful man. His watch ticks seventy seconds every business minute. Watch him. His first step is to apply system. He brings results up and expenses down. System to this, system to that. Out with guess, in with fact. He prunes with one hand and fertilizes with the other. His fruits are large. His predecessor clubbed the tree for a barrel of immature fruit. He gets a full bushel of round, luscious apples, sound to the core. Each detail overcome in the bud has given to them growth. He commands for a bushel the price of a barrel, and in place of going to market the market comes to him. For not in the whole barrel of "qualified" fruit could be found the flavor with which every one of the specialist's apples is packed. He has developed his possibilities. He is a good captain of industry because he has been a good private, and in the humbler days he learned to pack his own knapsack, to black his own boots.—The Draper.

The annual announcement of the Huntsinger Business and Shorthand School comes to us with a striking cover. The interest of the prospective pupil is secured at the outset and maintained throughout the thirty-four pages of the volume. The school has been one of the best known business fixtures of Hartford, Conn., for sixteen years.

The Michigan Business College, of Detroit, in a most tastefully gotten up booklet, tells of the purposes of business schools in general and the Michigan Business College in particular. The school has a reputation for high class work.

With W. F. Giessenman as one of its managers, the Northwest Business College, of Bellingham, Washington, catalogue of which has reached this office, is guaranteed a prosperous future.

The San Francisco Business College, of San Francisco, Calif., tells in its latest catalogue of the achievements of the past twenty years and its hopes for the future. It is an enterprising school in an enterprising city.

The Wheat City Business College sends us its announcement to remind us of the advance business education is making into the northwest. Institutions of business training follow closely on the heels of business men to assist them in their work.

LESSONS IN ILLUSTRATING.

By R. W. MAGEE, Toronto, Ont.

CHARACTER HEADS.

Now, as previously stated, the ideal head does not exist. At least, not one head in perhaps a thousand will conform to the ideal proportions; but your work as an illustrator is to draw what you commonly see, not what is seldom seen; in other words, to draw the real heads that are all about you. It is true that a perfect knowledge of the ideal will materially assist you in your work in study of the real or natural heads; but do not idealize. Let your aim be to make a natural copy of each face which you study, depicting the individual features precisely as you see them. They may be far from the ideal or normal. They may be much exaggerated or dwarfed; but no matter. You must draw them just as they are and not as some old-time artist would have you draw them.



Exercise 3.

Now, we wish you to understand at the outset that the subjects presented in this lesson are by no means perfect drawings. They are intentionally simple and crude in a degree. They are not given as portrait studies, but as character sketches. They are types of such characters as we see on every hand. Now, in connection with the work of this lesson it is your business to look about you and make a very careful and detailed study of every head and face you see. Do not simply glance at them. Study them. As we have previously stated, no two heads and faces are alike. If this be true, they must differ in some feature or other. Perhaps two faces may be almost, if not quite, the same, with the important exception of the noses. These may differ radically. Perhaps, again, if it were not for widely differing mouths, two other faces might be the same in appearance and expression. Then, again, two faces might be very similar, but the outlines or shapes of the heads might be different. Every head has some peculiar or characteristic feature which serves to distinguish it from others.

In your study of heads, note carefully the outline and general form. Study the expression. Note any peculiar or characteristic features. Make a special study of noses, eyes, mouths, ears, chins, etc. Study, also, the various styles of hair, beard and mustache.



Exercise 4.

I have presented a few types here for your special notice. They are mere sketches, and are not intended as correct drawings of the head. Each has its characteristic features. Study them. Exercise 3 represents a rural type. The hair, beard and cap are suggestive. Exercise 4 shows the sissy, dude or cholly boy. The characteristic features of this fellow are no doubt familiar to you. Exercise 5 represents the Jew. He needs no comment. Exercise 2 which appeared in January is a sort of caricature of the Irishman. His special features are easily recognized. Beside local types, you should study national characters.

Do a great deal of sketching of these natural types. Always keep a sketch book with you for the purpose.



Exercise 5.

The Self-Help Club

Conducted by GEORGE S. MURRAY



DECISION.

THE new year is upon us and we are making resolutions. Some of these are made but to be broken, alas, but remember that he who makes no resolutions is worse off than he who makes them, though they be broken ere the month passes.

One firm resolve, one resolute decision, is not enough. We must be constantly making them during the entire year. The vacillating man is like the waves of the sea—driven and tossed. He is fickle and unreliable, and a source of constant dissatisfaction to himself and everyone else.

But the young man or woman must clearly distinguish between prompt decision and impulsiveness. The kind of decision that one moment decides to do this, and another the reverse, is of no advantage to its possessor, and the one who indulges in it is rightly called "hotheaded" and dangerous.

Neither should one go to the other extreme and dally with any question. The proper way is to give the matter in hand careful and thorough attention and for a sufficiently long period to enable one to reach a sane and accurate result, then promptly make the decision. As I said in one of my previous articles, one large element in this matter is time. The amount required varies in each case. Some require more time than others. Habituate yourself to calm and deliberate action, no matter how fast the world rushes on. It will pay.

What a field this topic opens up! Decision, in little everyday matters. The door needs closing, but we must read a little longer. The fire must be attended to, but let me enjoy the easy chair for a few more minutes. A call or a letter is due a friend, but I cannot attend to it now. And so hastens away life's short span of years, and the habit of delay, of procrastination, is fixed, and we are hopeless victims of the dreamy opiate.

Though the book be interesting, the chair easy, the calling or writing unpleasant, arouse yourself from the slumber of ease and indifference and do even the little thing when it demands your attention, accustoming yourself to habits of promptness and dispatch. An excellent motto which I see frequently in offices is "Do it now." Better adopt it.

I know of no better tonic to stimulate us to decision and firm resolve than the excellent books of Editor Marden, of *Success* magazine. Another most helpful book, full of deep thought and higher inspiration, is "Conquering Success, or Life in Earnest," published by Houghton, Mifflin & Co. Get these books. They will pay several hundred per cent. dividend on your investment.

"Dispatch," said Lord Chesterfield, "is the soul of business." The value of acquiring the habit of promptness and dispatch in little things is seen in meeting the larger problems of life. There are times when one must decide, and absolutely, and when an error involves most serious results. You have no time to consult friends or go off by yourself and think it out. You must act on the spot. If, in the little everyday matters

of life, one has been in the habit of taking a firm grip on things, of going to the bottom of them and deciding promptly, the larger issues will be met in the same manner and with the same success.

After one has made up his mind he must not consult others too much about his choice, for there are always those hypercritical people who think being on the contrary side is an evidence of wisdom and foresight. These people would discourage you from eating a hearty meal, arguing that you will inevitably have indigestion. Within, there must be a deep-seated, powerful, unconquerable feeling that you can and will bring the issue to a successful termination, and that nothing shall daunt you. Always appear modest. Let others compliment you on your self-effacement. Nevertheless, mere shallow self-conceit is a poisonous weed, and you must dig it up root and branch from the garden of your young life.

Let decision, not vacillation, promptness, not procrastination, be your aim, for "He who hesitates is lost."

HYMENEAL.

Mr. and Mrs. Thomas C. Callahan
announce the marriage of their daughter
Mabel Adele

to
Vivian Warren Boyles
Thursday, December the twenty-second,
1904.
Omaha, Nebraska

Mr. Boyles is proprietor of one of the largest schools in Omaha, and is to be congratulated on having shown his ability to achieve success in matrimonial as well as educational fields.

Dr. and Mrs. Charles R. Starkweather
announce the marriage of
their daughter
Mary Ethel

to
Alfred Franklin Foote
December 21
1904.

West Cunningham, Mass.

The JOURNAL extends best wishes for the long and happy life Mr. Foote merits. He is the penman and accountant of the Holyoke (Mass.) Business Institute.

One of the chief dangers in life is trusting occasions. We think that conspicuous events, striking experiences, exalted moments, have most to do with our character and capacity. We are wrong. Common days, monotonous hours, wearisome paths, plain, old tools, and everyday clothes tell the real story. The vision may dawn, the dream may waken, the heart may leap with a new inspiration on some mountain top, but the test, the triumph, is at the foot of the mountain, on the level plain.—Babcock.

PRODUCT WORK FOR ACTUAL PRACTICE.

By C. C. LISTER, Baltimore, Md.

The product work for the present school year will consist of a series of letters in actual business practice. In this issue Letter No. 6 appears. Jones & Co., Chicago, Ill., advise H. B. Ferris, Denver, Colo., of the discovery of the mistake in his order.

Chicago, Ill., Nov 1, 1904.

Mr. H. B. Ferris,

Denver, Colo.

Dear Sir:

We have traced the mistake referred to in yours of Oct. 14th the shipping clerk being at fault, and we herewith enclose slip to correct

We trust the blunder will not inconvenience you, and extend to you our regrets for its occurrence.

Our ~~st~~ draft for corrected bill goes forward today, which kindly honor, and oblige,

Yours very truly,

Jones & Co.

Policy Engrossing by H. W. Strickland,
Policy Engrosser for the Conn. Gen. Life Ins. Co.

One Thousand Twenty
- James P. Wilson -

LESSON NO. 5.

IN this lesson we take up what is called "term," "name" and "amount" in policy writing.

In this line of work, as in any other, the finished product is what tells the story.

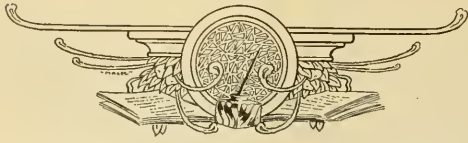
Much depends on the proper placing of words and names on the blank lines of the policy.

Work for an even spirited effect; that is, perfect your script.

Execute with that steady, elastic motion which produces inspiring shades and strong hair lines.

THE WOMAN IN BUSINESS.

By NINA HUDSON NOBLE.



SELF-MASTERY, SELF-RESPECT AND SELF-CONFIDENCE

IT seems very easy for us to advise others to do or to be this or that, but it is quite a different thing to practice our own precepts, and until we can control ourselves we cannot control others.

We are under constant drill: our work, our disappointments, our accomplishments are the great teachers to help us attain the mastery of ourselves so that we can gain that self-control which is the backbone of character, for without it we can have neither self-respect nor self-confidence. We fail too often to remember that though speech is silver, silence is golden. If this be true we gain sixteen to one (according to the ratio placed on the two metals in these United States) if we do not let our anger take voice. Anger causes folly and ends in repentance. She who, keenly alert with a sense of anger within her, can be indignant and yet restrain herself and forgive—such as she are strong women, the true heroines. How ennobling is continual self-command! When does one feel master of herself more than when she has endured some provocation in silence?

If your employer wishes you to rewrite a letter, do some disagreeable task, or your little brothers and sisters plead with childish voices for part of the time you want for your own pursuits, whether in the office or in the home, do not get provoked and speak pettishly. Conquer yourself. In so doing you have gained one more point in success, for each victory over small matters is just so much toward the store of self-control you will need to carry you through greater trials.

Many times I hear my girls say that the reason they spoke the cross word to mother or "talked back" to their employer was because of their quick temper. This should not answer as an excuse. The girl without a temper cannot easily wend her way through the commercial labyrinth; but the one who cannot control her temper will lose her path and not reach the summit, Success, toward which she strives. Controlled temper is strength. Having gained self-mastery, learn to respect yourself and be confident "Be a friend to yourself, and others will."

James Lane Allen states that no adult is ever so wise as when a baby; then if he wants anything, he cries until he gets it. If he sees something he wishes to touch with his baby hands, he gets it if he has to break all the vases in the house to do it. Nature means that human beings should be self-confident.

There was once a little boy who had dwelt in a town of small size. He had been the pet of all the villagers, until he felt that he was of considerable importance. There came a time when he was taken to the city. Instead of every one paying attention to his Honor, they jostled and bumped him in the crowd. With an abused look he glanced up at his mother and said: "I guess they don't know who I am, do they?"

Now, you will all be snubbed and hurt over and over again until you show people who you are and that your respect and ability deserve recognition. As you gain con-

trol over yourself, you will unconsciously gain confidence as well.

There is a difference between self-confidence and self-conceit. It seems to me that with the last is borne the exalted opinion of one's faculties which does not in reality exist, while with self-confidence it is not so much self-lauding as a high value set upon what one can do and do well.

I believe that every young woman who is to enter, or has entered, the commercial world should be self-confident and reliant. I do not mean that you should begin every sentence with the capital I, but that you should show by your manners, by your conversation, by all that you have to do with your present or prospective employer, that you value your own ability and, above all else, yourself. If you do not know your own worth no one else will. "To thine own self be true, and it must follow, as the night the day, thou canst not then be false to any man."

You will find that in the boarding house, in the store, in the office, you must assert yourself. You can be a queen in your little realm by living a pure life, maintaining a certain dignity in work or play, keeping your name free from any blemish, by being neither humble nor over-confident. "Humility is the part of wisdom, but let no one discourage self-reliance, for of all the rest it is the greatest quality of true manliness"—and true womanliness.

Then, too, my friends, the more valuable you are to yourself the more you will be valued. Because you consider yourself above meanness, lying and treachery, the liar and the thief will not be your companions; because you are high and noble and of good repute, those of intellectual and moral superiority will seek you, both in social and business life. If you have, first, control of self; second, respect for the gifts God has given you, and third, confidence in yourself to do and be as God intended, to live nobly, to do your best, you will succeed, for, simple as it sounds, doing one's best at each second is all there is of life.

INVITATIONS RECEIVED.

The Hesser Business College, Manchester, N. H., requests the pleasure of your company at its Opening Reception to Students and their Friends in its new school rooms Tuesday evening, December 27, 1904, eight to eleven o'clock.

Yourself and lady are cordially invited to attend the banquet and dance given by F. J. Toland in honor of the Wisconsin Business University Foot Ball Team, at their hall, Friday evening, January 13, 1905.

Mr. and Mrs. Malcolm E. Nichols request the pleasure of your presence at a reception to be given to the students and friends of the Nichols Expert School, St. Paul, Minn., at the Commercial Club, on Wednesday evening, December 21, 1904.

You are cordially invited to be present at the twentieth annual graduating exercises of the Capital City Commercial College, Des Moines, Ia., at the Y M. C. A. Music Hall, Thursday evening, December 15, 1904.

A recent number of the Fremont (Ohio) Daily Messenger devotes about two columns of space to the Fremont Business College, presenting an excellent likeness of Mr. Alexander, president of the institution, and reproducing the biographical sketch which appeared in the December number of *THE JOURNAL*. Mr. Alexander seems to be thoroughly appreciated by those among whom he has chosen to labor.

The Way Our Friends Sign Their Letters.

A. R. Merrill

H. B. Lehman

E. A. Cast

J. M. Holmes

GEO. THOMSON

G. E. Spalding

F. D. Cross

OSCAR HANSON

ALDEN STRONG

W. J. Trainer

MERRITT DAVIS

B. M. Winkelman

O. L. Horne

E. A. Dieterich

A. R. MERRILL,
Saco, Me.

E. A. CAST,
Spokane, Wash.

H. B. LEHMAN,
Cleveland, Ohio.

J. M. HOLMES,
Canton, Ohio.

G. E. SPALDING,
Kansas City, Mo.

GEO. THOMSON,
Seattle, Wash.

F. D. CROSS,
Oshkosh, Wis.

ALDEN STRONG,
Portland, Me.

OSCAR HANSON,
Crookston, Minn.

W. J. TRAINER,
Perth Amboy, N. J.

B. M. WINKLEMAN,
Hartford, Conn.

MERRITT DAVIS,
Salem, Ore.

O. L. HORNE,
Turo, N. S.

E. A. DIETERICH,
Clarksburg, W. Va.

\$4000.00 New York Jan. 15-1904
Ninety days after date I promise
to pay Eaton Banner & Co or order
Four Thousand ~~Four~~ Dollars.
Value received.

Thomas Guineth

Business Form by F. B. Courtney, LaCrosse, Wis.

To any student sending us the best copy of the above form before February 18th we will award a copy of Volume I. of The Penman's Art Journal Library, a book containing ornamental work by all the master penmen.



Who Wrote the Above Signatures ?

To the one sending in the first correct answer to the above query, we will send one gross of good business pens. The answer is to be accompanied by a twenty-five word article on the best letter in the group. In order to give all an equal opportunity, answers are not to reach THE JOURNAL office before February 16.

FRESH BUSINESS LITERATURE.

The Draughton catalogue, which now covers twenty schools, is notable for the strong stand it has taken against short courses in stenography. While an exceptionally bright pupil may acquire the art in ten weeks in a majority of instances from twenty to thirty weeks are required to thoroughly fit a young man or woman for a business office.

On the front cover of the new catalogue of the Spencerian Commercial School, Cleveland, Ohio, is a cut, in colors, of the new building and grounds of that school. It is very attractively gotten up.

The Oak Ridge Institute, Oak Ridge, N. C., need acknowledge no superiors so far as its catalogue is concerned. This is a fine specimen of the printer's art, and does full credit to the school it represents.

The seven Massey schools, located in various parts of the south, have issued a sixty-eight-page catalogue, the pages of which are embellished with many excellent illustrations. They are a powerful factor in the southern educational field.

The Spencerian Business College, of Milwaukee, speaks to its friends through a neat little booklet, in which the managers of the school state that their mission is not to make extravagant claims, but to educate the pupil. This school has always lived up to its possibilities.

From Seattle comes the catalogue of the Acme Business College, which Messrs. McLaren and Thomson have brought to a high state of efficiency. With a strong faculty and new and commodious rooms this institution enters upon the new year with bright prospects.

The Heffley School, of Brooklyn, has just gotten out a catalogue which is compact and comprehensive. Among the

many good schools of Greater New York none have made themselves more popular than the Heffley School.

Another western school which stands near the head of the list for attractive announcements is the Red Wing Business College, Red Wing, Minn., now in its tenth year. The managers make no promises to prospective pupils which they will be unable to fulfil.

To judge from the booklet issued by the Selvidge Business College, located at Ardmore, I. T., and Gainesville, Tex., that school is enjoying a prosperous year. One of the best signs of the commercial prosperity of the southwest is the prosperity of its business schools.

Located on One Hundred and Twenty-fifth street and easily accessible from all parts of New York and suburbs, the Harlem Commercial Institute enters upon its thirtieth year of activity. The catalogue only hints at the many advantages of the school.

The 1904-5 announcement of the Richmond (Ind.) Business College has a handsome folder supplement containing reproductions of photographs of seven of its graduating classes. From the size of the classes it is easy to infer that the school has a large attendance.

Hoffman's Metropolitan Business College, Milwaukee and Chicago, mentions in its latest catalogue the names of one hundred firms which endorse the policy and work of that school. No commercial school can fail to be successful if it has the support of the business men of the city in which it is located.

The 1904-5 announcement of the American Business College, Pueblo, Col., calls attention to the fact that the past year has been the most successful in its history. The young people of Colorado evidently believe that education for business does pay.

Teachers and Students of Penmanship and Art

Knowing that you are usually interested in securing the best material there is in the market, we invite your attention to our line of specialties. We manufacture Faust's Automatic Shading pens in 38 different designs; Faust's Shading inks in 20 colors; Faust's Patent Myograph, etc. Also publish Faust's Compendium—an elegant book of alphabets and designs, printed in colors.

We are wholesale and retail dealers in fine penmanship and artists' supplies of every kind. We sell direct to the consumer at what others would call wholesale prices—they are away down. If you need pens, inks, cards (white or colored), paper, cardboard, penholders (ordinary or professional), white ink, gold ink, l-squares, parallel rules, fine drawing instruments, etc., in fact anything along this line, write to us.

We have just issued a large edition of a finely illustrated catalog. Send for it; it will interest you. If you buy of us once, you will become a regular customer. We satisfy every buyer. Our goods are guaranteed. Join our long list of pleased customers and we will do our part to establish lasting and mutually advantageous relations with you.

AUTO PEN & INK MFG. CO.,

40 Dearborn Street, CHICAGO.



GOLD MEDAL

AWARDED FOR EXCELLENCY 'ST. LOUIS FAIR'

15 assorted samples and Penholder postpaid, 10 Cents.

C. HOWARD HUNT PEN CO.

CAMDEN, N. J., and 82 Duane St., N. Y.

SHORTHAND THAT'S

"PLAIN AS PRINT"

THE MILES PITMANIC SYSTEM.

Pitman, Graham Munson, with connective vowel method; "R" hooks and vowel position eliminated. Simple strokes for st, str, sp, sr, zr, sh sd, kr, gr, nr, mr, pr, br, etc. Freedom of movement in writing and legibility are the characteristics of this system.

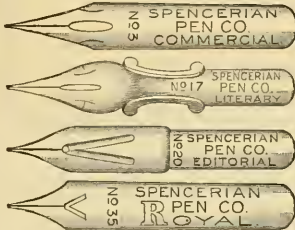
Teachers and others interested in business education are invited to send for free pamphlet "Plain as Print," giving lessons, correspondence and reporting notes. Also, those desiring a course by mail or at the college.

C. C. MILES, Publisher,

Miles Business College, Chicago, Ill.

SPENCERIAN STEEL PENS

The Standard of Excellence for over forty years



Select a pen for your writing from a sample card of special numbers for correspondence. 12 pens for 10c., postpaid.

SPENCERIAN PEN CO.

349 Broadway,

NEW YORK CITY

C. P. A. EXAMINATIONS

I will coach personally by mail a limited number of candidates for the degree of C. P. A. (Certified Public Accountant). Commercial teachers who are C. P. A. men are in demand for the higher places paying \$1,800 to \$3,000 a year.

For 25c. in stamps I will exp. you fully in a personal letter how I prepared for and passed the Illinois C. P. A. examination, and will give other valuable pointers, including full set of questions at my C. P. A. examination. D. B. WILLIAMS, C. P. A., 6605 Kimbark T., Chicago.

FROM HIRAM TO POUGHKEEPSIE

St. Leslie

A year or two ago a young man, then a student defraying his own expenses at Hiram College, Ohio, wrote me about my correspondence instruction in penmanship. He wrote to others also, but after carefully considering the matter he decided to enroll as a student of Miles's Correspondence School of Penmanship. He not only decided to enroll, but he did so, and began work at once and worked faithfully. After finishing the business writing course he was so well pleased that he enrolled for the ornamental work as well. Through my instructions by mail he is now the penman of the great Eastman Business College, at Poughkeepsie, N. Y. Mr. Leslie is giving excellent satisfaction as a teacher. Mr. Leslie says:

"I want to thank you most sincerely for the influence you used in securing me this position. I feel that it was wholly through you that I secured it. Professor Gaines is a great admirer of your writing. I am following quite closely the course of business writing I took from you with my classes. I feel quite confident of success in this new position, and am liking my work very much."

Mr. Leslie worked up his penmanship during his spare time only. You may be able to do as well. If I can aid you in securing a good position I shall be only too glad to do so. Many desirable schools are anxious for the students I train in penmanship. Send stamp for full particulars to-day, not to-morrow.

E. C. MILLS, 195 Grand Ave., Rochester, N. Y.

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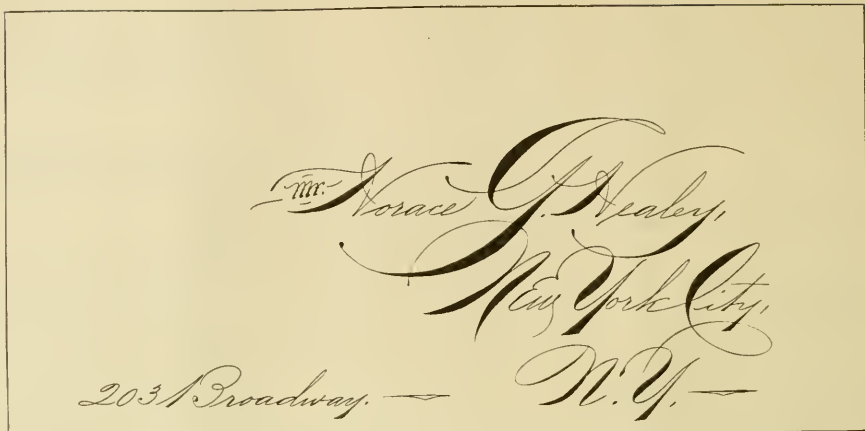
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OWNERS OF BUSINESS COLLEGES who require commercial teachers, penmen, or shorthand teachers (Isaac Pitman), should communicate with W. J. Elliott, principal of the Elliott Business College, Toronto, Ontario. We make a specialty of preparing students, who have formerly been public school teachers, for teaching in business colleges. State salary.

WANTED for next Sept. an Art penman, especially strong in Business and Ornamental writing. Only those capable of earning the highest salary need apply. Send application and late photograph together with variety of specimens of penmanship to CENTRAL EAST, care of P. A. JOURNAL.

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We keep in daily touch with the schools through The Kinsley Studio work in Diplomas, Stock Cuts, Designing, Engraving, etc.

FREE REGISTRATION offer still holds good. We need a large number of teachers. Don't wait, but send for blanks and information to-day.

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is maintained to sell school property, and as an aid in forming partnerships. Write for information. 25 large and small schools, in all parts of country, for sale.

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We have vacancies from Canada to the Gulf, and from the Atlantic to the Pacific. Free registration if you mention this paper.

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Many years of efficient service have made this Bureau known favorably to every commercial school proprietor and teacher. Ask them wherever you may find them.

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ELLSWORTH & WHITMORE, Strayer's Business College, Philadelphia, Pa.

Who's Who in Penmanship.

ALTHOUGH S. Maxwell Smith was born in the State of New York his early years were spent in eastern Iowa, his parents having removed from the Empire State in 1881. There was nothing to indicate the trend of his future career until 1893, when, returning from the Columbian Exposition at Chicago, he stopped at Dixon and became interested in Dixon College. During the six years he spent at that institution he completed, in addition to his literary work, the military, oratory, pen art and post-graduate commercial courses. Having completed his course at Dixon, Mr.



Smith, in 1900, accepted a position with Epworth Seminary, Epworth, Iowa, where he had charge of the commercial penmanship and military departments of the school. After two years of successful work at Epworth he removed to Springfield, Mo., to accept a position with the Springfield Normal School and Business College. During his three years in Springfield he has built up his departments until they are among the strongest in the school. He has charge of the work in business and ornamental penmanship, pen art, drawing and letter writing, and in his mastery of the Indian club he has no superior throughout the Southwest. As a tennis player Mr. Smith is no less successful than in his school work.

Among the many competent business educators of Cleveland, Ohio, there is none more worthy than F. L. Dyke, of Berkey & Dyke's Private Business School. During his early life he had the advantages of a thorough education, and he made the most of his opportunities. Possessing a love for penmanship he followed his general education with a complete course in writing in the Spencerian Business College, of Cleveland, after which he taught penmanship and bookkeeping in that school for seven years. About eleven years ago Mr. Dyke opened up an office, making a specialty of private lessons in writing and doing general engrossing. After a short time he felt the need of a broader basis and with D. N. Berkey, who was also a Spencerian teacher, he formed the Berkey & Dyke Private Business School, which is now one of the most successful institutions of its kind. It is the aim of the school to accept only the most desirable young people, and with this object in view all under sixteen are excluded. The idea of the school is, not to see how much work they can do, but how well they can do it. Mr. Dyke is a cultured gentleman, broad-minded and energetic, and by hard labor has acquired a mastery of the various branches of pen art. He is one of those successful men whose success is richly merited.



J. W. Jacobs is another of those successful educators and business writers who was born in Ohio. During his younger years he took a complete course in agriculture in the actual experience department of a farm, but becoming interested in other branches of knowledge he entered Northwestern College, at Naperville, Ill. Later he attended the Southwestern Business College, at Wichita, Kan., teaching for one year in that institution after completing his course. His appetite for learning still unsatisfied, he entered the Oberlin Business College, at Oberlin, Ohio, where, under McKee and Hender-



son, he became a most proficient penman. The two years following were spent as supervisor of penmanship in the Dallas Business College, Dallas, Texas. He is now with Leech's Actual Business College, Greensburg, Pa. For many years Mr. Jacobs has made a specialty of penmanship, and his wide experience and thorough mastery of the art have given him a high standing in the ranks of professional penmen. He is one of the JOURNAL's firm friends and energetic clubbers.

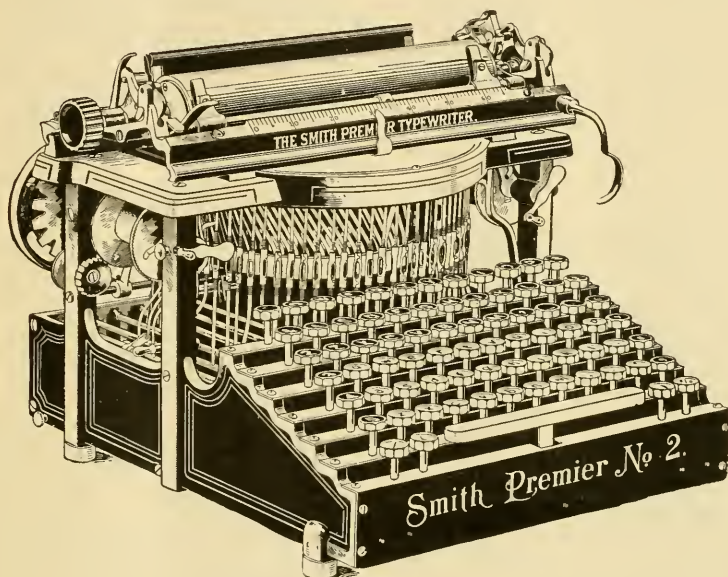
Aside from being a city of homes, Brooklyn is the home of many good business schools, and among them none has a higher reputation than Miner's Business Academy, of which M. L. Miner is principal. His early experience was that of the average country boy, working during the summer months and attending school during the winter. After attending various schools he became, in 1884, instructor in the Philadelphia College of Commerce. From the Quaker City he went to Lansing, Mich., as general secretary of the Y. M. C. A., becoming identified later with the Interlake Business College, as part proprietor. After spending several years in the west he came east and taught successively in Drake's Business College, Jersey City, N. J., and the Pratt Institute and the Hefley School, in Brooklyn. In 1898 the ambition of Mr. Miner to open a school of his own was realized. From an attendance of four the first day the number of his pupils has increased to more than three hundred. The Miner Business Academy now occupies a new building and is more prosperous than ever before. Mr. Miner is a good business penman and very popular among his pupils.



A New York farm was the birthplace of Clyde L. Newell, in 1875, and in the performance of those humble but none the less necessary duties which come to a farmer boy he learned the habits of industry which have never been forgotten. Up to the time he was fifteen years of age he attended the public and private schools of his home county, but in the early 90's entered a woollen mill as apprentice, to learn the trade. At the age of twenty he completed his term of service in the mill, but not being satisfied with the opportunities presented in that line of endeavor he entered school again, this time at Lockport, N. Y. Upon completion of his course he associated himself with the Baldwin School of Business, severing his connection with that institution in 1898 to enter Sadler's Bryant & Stratton Business College, at Baltimore, Md. Upon completing his course in this school he engaged with Lee's Practical Business College, Charlotte, N. C. In 1900 he accepted a position with the New Brunswick (N. J.) Business College, where he remained until the summer of 1904, when he took charge of a department in the Dunsmore Business College, at Staunton, Va. Mr. Newell has been married for several years, having assumed this responsibility while in Charlotte. He is especially strong in bookkeeping and business writing, and the JOURNAL numbers him among its enthusiastic supporters.



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No more valuable contribution to shorthand literature has ever been made than the rendering of the Holy Scriptures into the easy reporting style of shorthand. It was a colossal task, and has been performed in a manner most creditable to the publishers. The eight hundred pages of perfectly executed shorthand notes, covering the entire text of the most widely read book in the English language, furnish an inexhaustible field for the research of the shorthand writer. It is doubtful if there is any other book written in shorthand which covers so broad a field as this. One has only to remember that the total number of words contained in the Bible is something more than one and three-quarters of a million to grasp the magnitude of the undertaking, now so successfully accomplished. The sale of this volume among writers of Isaac Pitman shorthand will inevitably be very large.

INDUCTIVE BOOKKEEPING AND BUSINESS PRACTICE. By S. S. Hookland and W. R. Hayward. Hookland & Hayward, Publishers, Philadelphia, Pa.

This work is gotten out by men of long practical experience in the school-room, and who are thoroughly familiar with the demands of the business world. Feeling that there was a demand for a system of bookkeeping instruction different from anything on the market, the authors have placed this before the public, confident that its merits will be fully appreciated. Their aim has been to combine the elements of the all-theory, the all-voucher and the all-practice methods with new features. The material is carefully prepared and so arranged as to lead inductively to the fundamental facts of the science of accounting, the variety of forms and books, and the laws and usages covering business transactions. In the preparation of this book Messrs. Hookland and Hayward have secured the co-operation of the best authorities on the subject, and the result has been worthy of their efforts.

ISAAC PITMAN'S SHORTHAND INSTRUCTOR. Twentieth Century Edition. Isaac Pitman & Sons, Publishers, New York City. Price, \$1.50.

The presses of the Isaac Pitman people are ever busy issuing new books and new editions of their old and standard works. The Twentieth Century edition of their Shorthand Instructor embodies the fruits of sixty years of successful experience in all branches of stenographic practice. In the revision of this work special care has been taken to introduce no word in either the reading or writing exercises which would afterward require an alteration of form. The time has now gone by when the pupil is first taught the easy correspondence style, then beginning all over again and learning the advanced correspondence and reporting styles. The opinions of teachers and expert shorthand writers in general have been solicited to the end that this book may be adapted to every need. The adoption of the Isaac Pitman system of phonography in the public schools of Greater New York will inevitably result in a great demand for the books from their presses.

MANUAL OF MEDIAL WRITING. By Horace W. Shaylor and George H. Shattuck. Ginn & Company, Publishers, Boston, Mass.

The authors have primarily designed this book to accompany the Medial Series of writing books, and it contains concise and complete instruction in regard to the manner of teaching medial writing. Bearing in mind that it is the habit of the child and not the end of the pen which must be trained, the authors have covered the ground from this standpoint.

MANU-MENTAL COMPUTATION. By Woodford D. Anderson. A. M., Ph.D. Published by the author, 124 East Sixteenth Street, New York City. Price, \$1.00.

This is something entirely new along the line of books dealing with computation. Mr. Anderson has made a careful study of this subject for many years, and his book is the product of a thorough and exhaustive investigation of arithmetical methods from every possible standpoint. It can hardly be termed an improvement—it is a revolution. His idea is to make men independent of pencil and chalk in the solution of arithmetical problems, leading them to depend more on the mind. In place of the popular artificial methods of figuring he would substitute the different divisions of the fingers, and he finds that addition subtraction, multiplication and division can all be performed more readily in this manner than any other. One who has never given the matter thought will be surprised at the length to which he can go in making use of these simple and ever ready arithmetical helps. It is certainly true that the tendency of the age is to rely more on mechanical than mental methods and Mr. Anderson's book may be instrumental in turning the tide again. As a time saver it stands pre-eminent among modern educational discoveries.

THORNE'S TWENTIETH CENTURY BOOKKEEPING AND BUSINESS PRACTICE. By W. W. Thorne. Published by the Bookkeeper Publishing Company, Ltd., Detroit, Mich. Price, \$3.00.

This is one of the most valuable additions to the literature pertaining to bookkeeping and business practice in general that has yet been gotten out. It contains four hundred pages of information which is of the most vital importance to every business man. This is an age when a man must utilize every moment of his time to the best possible advantage if he would rise in his profession, and it is the design of the author of this book to assist the bookkeeper to get out of the rut and make himself a thorough master of the science of accounts. Many notable innovations have been successfully introduced into this science within the past few years, and the author has certainly been successful in bringing all the information on this subject up to date.

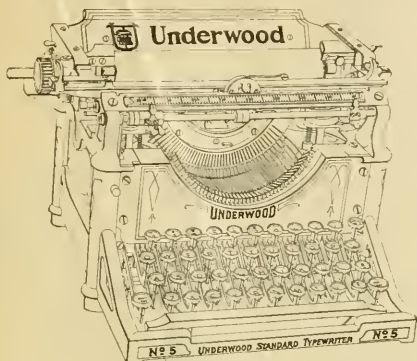
PROCEEDINGS OF THE NEW YORK STATE STENOGRAPHERS' ASSOCIATION, AT THE TWENTY-NINTH ANNUAL MEETING, HELD AT ROCHESTER AUGUST 25 AND 26, 1904. Reported by Louis Lowenstein, Troy, N. Y.

This book contains 150 pages of report of the association's proceedings, and is a mine of valuable information for everyone interested in stenography. The addresses of such men as Patrick J. Sweeney and Sidney C. Ormsby are reported in their entirety, and form a valuable addition to the literature devoted to the stenographic profession.

THE NATURAL METHOD SPELLER. By Thomas J. Allen, M. A., LL.D. The Aurora Publishing Company, Aurora, Ill., Publishers.

In the seventy pages of this book are contained five thousand words and phrases in common use, which are too often misspelled or misused. The popularity of the work is attested by the fact that it is already in its second edition. One of the principles the author has kept in mind in the preparation of these lessons is that the speller determines the correctness of his spelling rather by taking in the whole word at once than by analyzing it into its component parts—the letters. It is certainly true that the reader takes in the group of letters forming a word collectively rather than individually.

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Has not the JOURNAL been of much help to you during the past year? And if we go ahead and improve each department, without increasing the cost to you, do you not believe that we shall be in a position to render you value received a Hundred Fold?

Many of you subscribed in clubs, and thus saved a large per cent. of the regular price. Perhaps you feel that if you could renew for the same price, you would gladly do so. We are willing to meet you more than half way on a proposition of that kind. It is always a losing undertaking to handle single subscriptions at club rates, but we will make the following generous offer:

To all who will send us their renewal, accompanied by thirty 2-cent stamps, before the 15th of February (so that their names may be entered in time for the March Issue), we will send free, one set of Ames Copy Slips, a compendium of practical penmanship and lettering that originally sold for fifty cents.

Or, if you will interest three of your friends in the JOURNAL, and secure their subscriptions at the regular rate, we will send you our magazine until February, 1906, free.

Either one of these offers will interest the wide-awake young man or woman who is determined to succeed.

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PENMAN'S ART JOVRNAL



P. W. COSTELLO

VOL. 29

NO. 7

MARCH, 1905

203 Broadway, New York

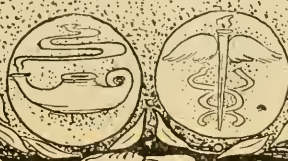
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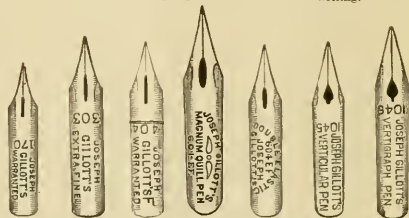
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THE PENMAN'S ART JOURNAL

TWENTY-NINTH YEAR.

MARCH, 1905

D. T. AMES, FOUNDER AND CONTRIBUTOR

COMMENT BY THE WAY.

TWO minutes' walk down Broadway from THE JOURNAL office, in the heart of the great financial district of New York, where frenzied finance rules supreme, and the trustees of great insurance companies wrangle over the savings of the people because they cannot all have an equal chance to spend a hundred thousand dollars for an evening's entertainment, there is busily engaged at her desk, each working day of the year, the pioneer typewriter operator of the world. This lady, Mrs. M. A. Saunders, has just celebrated the thirtieth anniversary of her work in connection with the machine, and is receiving the hearty felicitations of her many professional friends and business associates. Comparatively, thirty years is not a long time; relatively it is,—and in this connection with the history of the practical typewriter it is *all*.

Believing that the readers of THE JOURNAL would be pleased to know something of this distinguished lady and the interesting part she has played in connection with the development of the typewriter, we paid a visit to her office and enjoyed a pleasant hour in conversing with her regarding her experiences as the advance agent of what is now one of the very few absolutely indispensable adjuncts of the business world.

The first practical machine was the No. 1 Remington. It was made for Messrs. Densmore & Yost, by the Remington Arms Company, of Ilion, N. Y. The machine was invented by C. Latham Sholes and his associate, Mr. Glidden. G. W. N. Yost, possibly the greatest inventive genius who worked in developing the earlier machines, is entitled to much credit in perfecting the No. 1. Messrs. Densmore & Yost were succeeded by the firm of Locke, Yost & Bates, and it was while in the employment of these two firms that Mrs. Saunders did her missionary work in convincing business men of the great utility of this modern invention.

When Mrs. Saunders first saw the machine, with prophetic instinct she recognized its great potential possibilities and its ultimate indispensability, and her enthusiasm in her work was unbounded. She traveled from city to city distributing literature, giving exhibitions and demonstrating in every possible way the practical utility of the typewriter. Our readers will be interested in knowing that it was she who planned the arrangement of what is known as the Universal or Standard Keyboard. Doubtless many have wondered if there is any sense or reason in the arrangement and they will be pleased to

know that this part of the mechanism of the machine was an evolution as was many of the other features. The whole scheme is one of alternation,—the keys coming first from one side of the type "basket" and then from the other; first the left hand is used and then the right, in writing short and most frequently occurring words. For example, in writing the word *the*, *t* is in the back of the basket, *h* in the front, and *e* in the back. The hands also alternate in writing this word just as they do in hundreds of other words, such as *and*, *so*, *by*, *in*, *Gentlemen*, etc. And all of this was for *speed* and ease in operation, the motto of the stenographer being, "To save time is to lengthen life." We can only save time in shorthand and typewriting by writing rapidly.

The expert stenographer now does the work that was formerly done by eight longhand correspondents, and it is done in a far more satisfactory way. A firm that makes any pretensions of doing business of the slightest magnitude, is at the present time ashamed to send out longhand letters.

The first machines were very large and wrote capital letters only. It was some time in the early eighties that the No. 2 Remington made its appearance, and it has been followed by several score of other makes and styles of machines.

It is a question whether the typewriter has done as much for woman as woman has done for the machine. It is naturally woman's work, and using this as a lever, our sisters have succeeded in entering into successful competition with the men in every trade, profession and calling.

Mrs. Saunders has written a brief article for THE JOURNAL readers, and we are sure it will be read with interest by all, and especially by those who have recently entered upon the study of shorthand and typewriting. To be able to operate the machine has come to be an indispensable

requisite on the part of everyone seeking employment in the large business offices of this country. Whether one be book-keeper, clerk, office boy, or cashier, he is expected to know how to "run the machine" and the time will come when the typewriter will be as common in the home as it is in the well-equipped business offices.

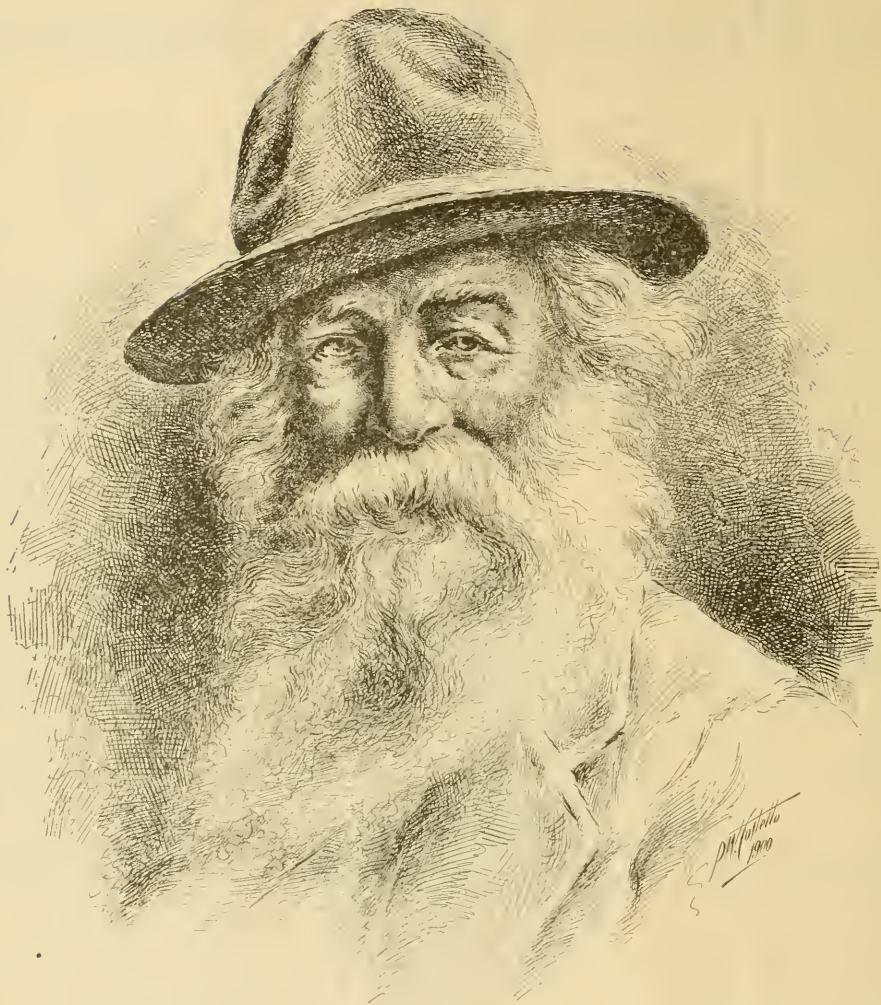
Mrs. Saunders' Article.

To the Readers of THE PENMAN'S ART JOURNAL:—There is a time for all things and the nineteenth century was most decidedly the time for woman's progress as a bread winner in the business world.

From the moment I saw the typewriter and attempted to print, by striking the keys, a vision came to me of the future



MRS. M. A. SAUNDERS.



WALT WHITMAN

A Specimen of Mr. Costello's Portraiture.

for the educated woman who was obliged to be self-supporting, and I am proud of being the pioneer in this movement.

Formerly, teaching either music or school was the only avenue open to intelligent women, but gradually each decade from 1875 found women employed as private secretaries, amanuenses, stenographers in large law firms, bankers' and brokers' houses and the various well-known business offices throughout the length and breadth of the land.

Many women have made mistakes in their attitude toward their employers, but the majority of them, I fully believe, have maintained their dignity and thus retained their own self-respect and the esteem of their employers.

I noticed and read an excellent article in the February number of *THE JOURNAL* regarding the resignation of Mr. Jenne,

the retiring superintendent of the Remington factory at Ilion, N. Y. This gentleman built two Remington typewriters for my individual use, one in 1876 while I was introducing the Remington typewriter in Cincinnati and the second one in 1877. The first of these two was sold to a customer who insisted upon buying that particular machine, he coveting it on account of the speed with which I wrote upon it.

I was exceedingly loath to give it up, and would not consent until Mr. Yost, the inventor and promoter, promised to have another one built especially for me, which promise he fulfilled.

I advise all young women of intelligence and fair education to study stenography and typewriting, for I consider it the most lucrative and agreeable of all professions open to women.

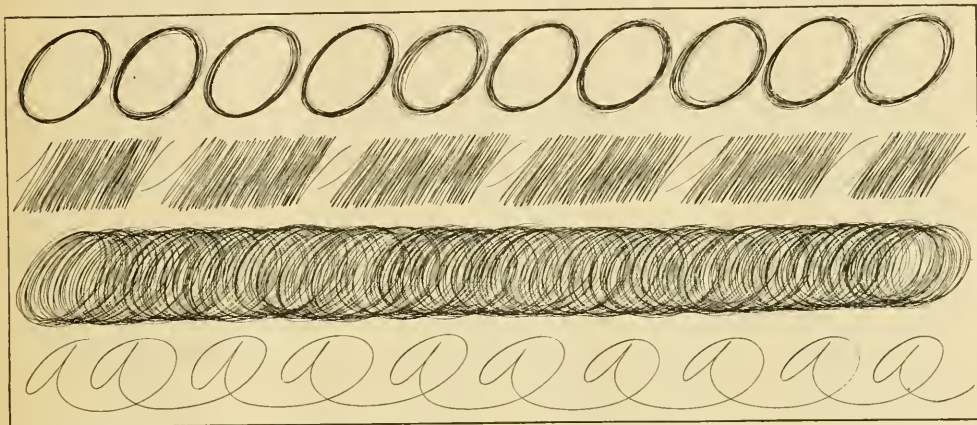
MRS. M. A. SAUNDERS.

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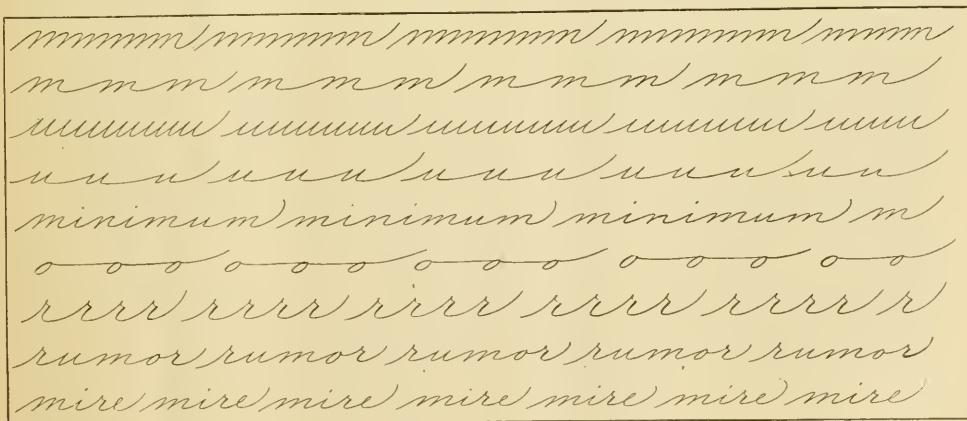
By L. E. STACY.

Salem Commercial School, Salem, Mass.

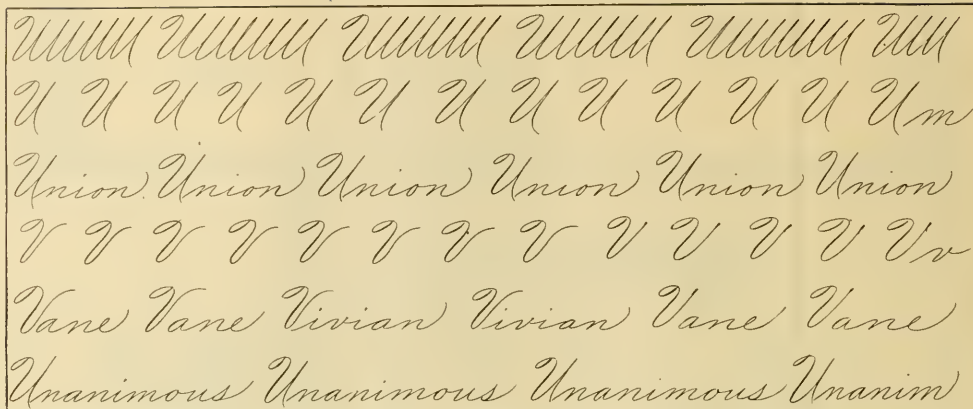
IN learning to write, remember the end in view. Do not allow yourself to be carried away by light, airy, impractical forms, but practice for a rapid, clear and legible hand. When you go to work, you will compete with men who will make your work look like chicken tracks if you are not careful. Legibility first and all of the time, and then speed. Do not take money out of your own pocket. Be wise and learn to write the hand that pays.



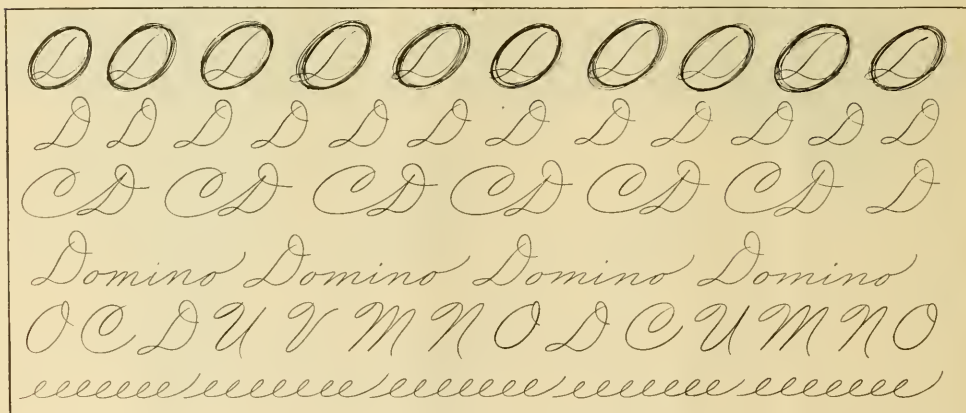
The same old story: to successfully master rapid business penmanship you must have reserve power, and this can be secured, to a certain extent, by careful practice of movement exercises. See that you have correct position and make the exercises boldly and freely. Ask your teacher about trying the capital A exercise. It is a natural joining and cultivates confidence as well as movement.



The ability to make small letters is the real test of your skill. Don't think you are a good business writer if you can make ovals, etc., you have just gotten a good start. Practice each line carefully until you can imitate the copy. Watch spacing, roundness of turns and general appearance. The small r is a Waterloo for the average student, and it is one of the important letters. Use this style and no other, if you want plain work.



Master the first line. It is the key to U, V, W and Y. Try to avoid loops and make the exercise quite rapidly. Study each line and try and remedy your defects. Make all small letters absolutely clear and legible. The words Union, Vivian and Unanimous should have your careful attention.



Capital D is usually an easy letter. The exercise as given in first line makes good practice. Use plenty of movement in the C and D joining. See if you can review the capitals easily and rapidly. Be systematic and neat in your practice. It will pay.

INVITATIONS RECEIVED.

Miss Mary E. Jackman requests the honor of your presence at the Annual Reunion and Reception of Jackman Commercial and Helena, Mont., Business College, on the evening of Friday, February 10, 1905, at the college, the twenty-third year, at eight o'clock.

The Graduates and Faculty of Hefley School, Brooklyn, N. Y., request the presence of yourself and friends at the Graduation Exercises of the Seventeenth Year, Friday evening, January 27, 1905, at eight o'clock, at the Hefley School Building.

Yourself and friends are invited to attend a Lincoln's Birthday Party, Monday, February 13, 1905, at eight p. m., at Rasmussen, Practical Business School, St. Paul, Minn. A prize will be awarded to the person who, in half a minute, gives the most instructive or interesting sketch of Abraham Lincoln.

FRESH BUSINESS LITERATURE.

"Push to the Front" is the title of an eight-page booklet received from the White School, of San Jose, Cal. The purpose of the book is to show how this may be accomplished.

"The Story of a Penny" tells us how that smallest of Uncle Sam's coins, from a standpoint of value, brought its possessor prosperity through the medium of Jones' Business College, Chicago, to whom he wrote for a catalogue. The story is well written and the moral obvious.

T. B. Stowell, of the Bryant & Stratton Business College, Providence, R. I., is sending out a bit of educational literature under the title of "Business Education," which presents some of the advantages of cultivation along this line, with special reference, of course, to the B. & S. School.

A number of the Rutland Business College's picture cards have been received. Mr. Egelston is an original advertiser. His school is located at Rutland, Vt.

Employers of the Bellevue Mine, of the Land W. Railroad Co.



HELD JANUARY 1, 1903.

THE FOLLOWING
Preamble and
Resolutions
WERE
ADOPTED.

Whereas, WE WHO HAVE BEEN IN THE EMPLOY OF
AND ASSOCIATED WITH
OUR LATE FOREMAN,

APPOINTED
FOREMAN,
MARCH 1, 1889.

JOHN HALE, ESQUIRE.

HONORABLY
RETIRED
DEC. 31, 1902.

and have labored under his congenial direction and management for the past 33 years,

During which period he acted in the capacity of *FOREMAN OF THE BELLEVUE COLLIERY* of the above Company, wish to place upon record our profound regret at the severance of relations which have been mutually pleasant, and also to tender our cordial wishes for the future prosperity of himself and family.



RESOLVED, That we feel a keen sense of **Personal Loss**
in the severance of

DAILY WORKING RELATIONS

with one who has won our affectionate regards by his unwavering courtesy, generosity and kindly fellow-feeling, and that we hope to be honored for many years to come with the presence among us in a neighborly way of a man so large of heart, so broad of soul, and so worthy to be numbered

Resolved, Among **FIGURES OF MERIT**
That our earnest wish is for the future of our Retiring Superintendent
TO BE THAT OF **HEALTH AND HAPPINESS**

Resolved, That a suitably engrossed copy of these resolutions be presented to Mr. Hale as a token of our kind remembrance of his numerous good qualities.

Committee

John O'Brien, President.
William Smith, Secretary.
H. M. Sullivan, Treasurer.

PRODUCT WORK FOR ACTUAL PRACTICE.

By F. B. COURTNEY, La Crosse, Wis.

*Burlington, Wis. Mar. 14 - 04.**Mr W. C. Hommert
245 Fairmont Ave.**Dear Sir: We are in need of a young man
as assistant in our office, and the requirements are
quickness and accurateness at figures good penman-
ship and reliability as to details. The young man
we require must make himself generally useful.**If you have among your graduates a young
man suitable for this position we should be pleas-
ed to see him at our office.**Thanking you in advance for any accommo-
dation in this matter, we beg to remain!**Very truly yours,
Lemaier & Bro.***Prize Offer No. 1.**

The above letter inquires for an office assistant. Among the many readers of THE JOURNAL there are some who have taken up the study of business writing since the first of September, 1904. To those we extend an invitation to write a letter of application in response to this call. To the one who sends us the best written letter not later than the 15th day of March, we will present a copy of Volume I of the Penman's Library. L. Madarasz will assist THE JOURNAL force in arriving at a decision in the matter.

Prize Offer No. 2.

We will present to the subscriber of THE JOURNAL who sends us before the first day of April the best copy of the foregoing letter, a gross of good pens for business writing. The judges of this contest will take into consideration the movement and speed employed in executing the work.

*Politeness reaches its supreme test in the
assumption of cheerfulness when an unwelcome vis-
itor tells a well-known story*

The Penman's Art Journal

PUBLISHED BY
THE NATIONAL PENMANSHIP PRESS
203 BROADWAY, NEW YORK.
HORACE G. HEALEY, Editor.

TWO EDITIONS.

THE JOURNAL is published monthly in two editions.
THE PENMAN'S ART JOURNAL, 32 pages, subscription price 60 cents a year, 6 cents a number.
THE PENMAN'S ART JOURNAL, News Edition. This is the regular edition with a special supplement devoted to News, Miscellany and some special, public school features. Subscription price \$1 a year, 10 cents a number.
All advertisements appear in both editions; also all instruction features.

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Regular Edition.—60 cents a year. Two or three subs., sent at one time, 50 cents each. Clubs of from three to nine, 45 cents each. Larger clubs, 40 cents each.
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After having sent in enough subscriptions to entitle the club sender to the minimum rate as specified above, additional subscriptions in any number will be accepted at the same rate throughout the school year.
Clubbing subs. in Boroughs of Manhattan and Bronx, N. Y., 15 cents a year extra, to pay for additional cost of delivery.

ADVERTISING RATES.

\$3.00 an inch. Special rate on "Want" ads., as explained on those pages. No general ad. taken for less than \$2.00.

CHANGE OF ADDRESS.

Subscribers wishing to have their magazine sent to a new address should notify us promptly, giving the old address and specifying the edition, whether *News* or *Regular*. Notices must be received in advance, that all copies may be received.
Copyright, 1905, by The National Penmanship Press.

A COSTELLO NUMBER.

THE JOURNAL presents its readers once more with a special number, and this time the work is supplied by a penman who is a little out of the ordinary, for the reason that he is not only a professional penman, but a public official and useful citizen.

P. W. Costello has occupied the position as City Controller, of Scranton, Pa., for the past few years, and prior to that, for a period of nearly twenty years, he occupied various responsible positions in his home city. Among these positions have been that of Auditor of Lackawanna County for five years; that of Deputy City Treasurer; Clerk in the Controller's Office, and Chief Clerk of the City Engineering Department.

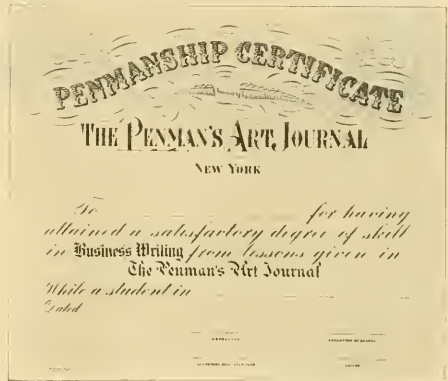
Great credit is due Mr. Costello for the position he holds among the penmen of America. He not only possesses a genius for his work, but an untiring energy that knows no failure. In THE JOURNAL office are to be found many examples of his skill in all lines of pen art including portraiture, lettering, engrossing and illuminating. In portraiture, Mr. Costello scarcely has an equal in the profession. The plates in this issue were prepared especially for the purpose, and we are confident that the Costello Number will be a welcome addition to the several other special numbers that have been published.

THE PENMANSHIP CERTIFICATE.

As the different courses now running in THE JOURNAL will soon draw to a close and others will commence, we wish to call attention once more to the fact that this magazine awards a certificate to all who have conscientiously and faithfully followed any one of the many courses we have given during the present year.

The Certificate for Business Writing will be signed by Mr. Lister; that for Ornamental Writing by Mr. Kelchner; that for Lettering by Mr. Tamblin; for Engravers' Script by Mr. Strickland; for Pen Drawing by Mr. Brown, and for Business Figures by Mr. Hillman. It is handsomely lithographed on Cranes' azure-tinted vellum. The original work

was done by the Kinsley Studio and represents the personal work of G. DeFelice. The size of the certificate is 16x21, and when nicely framed is very much prized by those who have received it in former years.



Reduced Fac-simile of Certificate given for all Journal Courses.

The certificate is signed by the one who has given the course, the conductor of the Self-Help Department, the editor of THE JOURNAL, and where the candidate has followed the work in school, it is also signed by his teacher.

In order to secure a certificate the candidate must be a subscriber to THE JOURNAL and follow one of the courses prescribed therein. Pupils who are attending school should send a recommendation from their teacher stating that they have accomplished the work to his entire satisfaction, together with specimens of their work. Those not in school should send their practice pages to us when application is made for the certificate, in order that we may see that the work has been faithfully performed. Applications should be accompanied by a remittance of fifty cents, either in stamps or money order, to pay for engrossing and mailing.

We confidently expect to issue several hundred of these certificates. Many clubbers in sending their lists have stated that the names were those of young people who were going to work for the prize. We shall be prepared to furnish certificates for any of the foregoing lessons, excepting Mr. Kelchner's, from and after the first day of March.

TRENTON ARTIST'S PICTURES WIN FAVOR IN PHILADELPHIA.

Two portraits by Richard B. Farley, son of Professor Dickerson H. Farley of the State Normal School, are shown at the 100th anniversary exhibition of the Pennsylvania Academy of the Fine Arts, Philadelphia, which opens to-day. The acceptance of these portraits was particularly complimentary, owing to the fact that out of 600 paintings offered by Philadelphia artists, only 60 were accepted, of which two were those of Mr. Farley the only ones he offered. They are entitled "My Father" and "Lydia."—Trenton (N. J.) Times, January 23, 1905.

Are you in the market for a typewriter, text books for your business or shorthand department? If so, the best in the world are advertised in THE JOURNAL. Possibly you wish to buy a school, or sell one; hire a teacher, or secure a position; if so, get into communication with one of the teachers' bureaus whose names you will find in this issue.

Modern Business Writing.

By C. C. LISTER.

THE copies this month need no general instructions. They are intended as a review of all the capital letters, and as such, each word should be written fifty times.

Did you ever watch a skilful mechanic as he finished a piece of work—how he examined every part of the work, every bolt, screw and nut. He critically inspects each joint, subjects it to unnecessary strain to see that it is perfectly stable, and when he turns his product over to the customer, he does it with that confidence which can only come from a perfect knowledge of every part of the construction and material that constitute the whole. So does the artist in his work. Every stroke of pen or brush is examined and re-

examined, touched up, corrected and strengthened, until, at last, the work is ready to go forth a fit representative of the skill of him who made it.

May not the student of these lessons derive a lesson from our fellow-craftsmen, and come to know the fullest value of a critical review. When a line or page is written, who can estimate the importance of inspecting each stroke, each letter and each word, to determine not only wherein error lies, but where excellence may be found? Not only should we look for faults in our writing, but for perfection. We need to be encouraged as well as to learn what is in our writing that should not be there. Therefore, spend a portion of your time each lesson in critical analysis, that defects may be eliminated and correctness established.

April August Adam Albert Arthur Bell
 Banning Baltimore Bridging Bellmont
 Columbus Cameron Company Currency Co
 Delaware, Due me on account, Dwindle O
 Esquire Edgewood Englewood Emmitsburg
 Fredericksburg Fredericksburg Fredericksburg C

Write at least a full page of each word. Make the capitals about three-fourths of a ruled space in height. Make the best of every copy in THE JOURNAL. There is much here that will bring you in great returns later on.

Goodman Gunning Gaining Graduate
 Harry Hammond Harry Hammond H
 Iowa Iowa Iowa Iowa Iowa Iowa So
 James Jamestown Judicial Judgment J
 Krummer Kansas Kentucky Kirkland K
 Louis Lister Louisburg Lanning Luther

Watch these letters closely. Notice those that are joined to the following letters. This is a time saver, and should be practiced.

Maine Mexico Marching Michigan Maryland
 Nannie Newman Nevada Naming Nebras
 Ohio Oberlin Oregon Olympia Oklahoma
 Partner Petersburg Princeton Pittsburg Pa.
 Quincy Quebec Quinland Quarterly Queen
 Receive Rewarding Richwood Richmond Rich

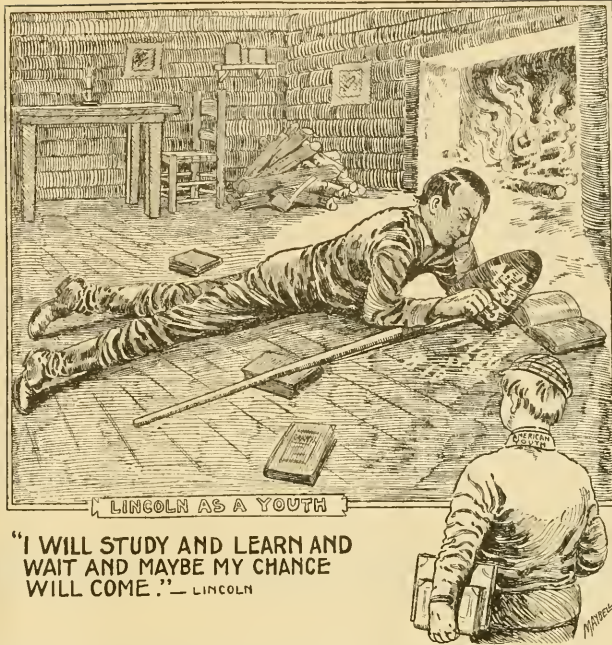
A number of important words are to be found in this plate. Do not leave one until it is written as well as the copy. The next will be easier for you.

Sir Samuel Sumpter Saratoga Street
 Truant Timonium Trusting Triumph Z
 Uriah Ulman Utica Uriah Utah Utica
 West Virginia West Virginia West Virgin
 Yours truly Yours truly Yours truly Yours
 Zodiac Zimmer Zartman Zimome Zaner

The X has been omitted. It is used so infrequently that extended practice upon it is unnecessary. A sufficient drill has already been provided. See how many times you can write the expression "Yours truly" in a minute. A very rapid writer can write it fifteen times.

He who would become a good practical writer must study correct forms of the various letters and practice imitating good writing until the habit of writing well is so thoroughly established that he will write well unconsciously:

I will present a beautiful specimen of penmanship to the student who sends to my address, Sadler's Business College, Baltimore, Md., the best copy of the foregoing plate before the first day of April.



"I WILL STUDY AND LEARN AND
WAIT AND MAYBE MY CHANCE
WILL COME."—LINCOLN

The month of February has been very kind to America, giving us our Washington and our Lincoln. The above picture, taken from the Brooklyn Eagle, should be one to inspire every young reader of this magazine. We commend the sentence, "I will study and learn and wait and maybe my chance will come," as a golden text or motto to all of our readers now in school, and to urge you to be encouraged and hopeful; for your chance will surely come. The only thing that should concern you is whether you will be ready for your opportunity.

THE ARMY OF UNEMPLOYED.

Not a day passes but that we receive letters, on many subjects other than those pertaining to business education. As an example, we have the following:

No. 620 So. Second Street,
Philadelphia, Pa.,

Feb. 14, 1905.

Mr. H. G. Healey, New York, N. Y.

Dear Sir: Herewith enclosed please find a clipping from one of the leading newspapers of New York. As I have been a reader and an ardent admirer of the PENMAN'S ART JOURNAL for a considerable length of time, I take the liberty of ascertaining your views regarding this matter.

I am a young man at present employed in a clerical capacity in this city, and through the influence of the PENMAN'S ART JOURNAL I have taken a deep interest in penmanship. By very diligent practice, I hope to attain a proficiency in penmanship far above the average.

Through circumstances, not my own, I will have to take up my residence in New York City in the near future. The remote possibilities of obtaining employment, as the New York papers have led me to believe, has somewhat discouraged me, and being well aware of your extensive knowledge regarding the situation, your opinion pertaining to same will be greatly appreciated.

Very respectfully yours,

The clipping referred to was from the New York World of February 12, and is as follows:

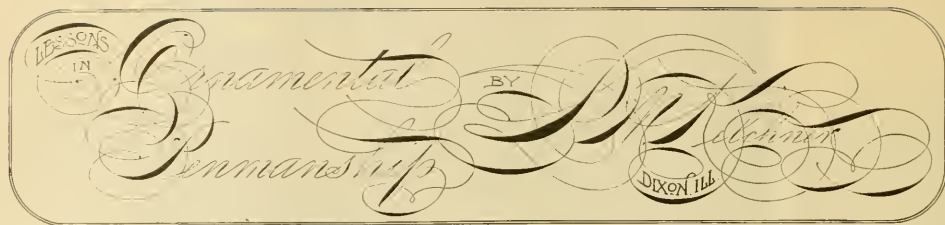
THE MAN AND THE JOB.

"A three-line advertisement in the *World* brought 500 men to the office of a company that needed fifteen men to address envelopes. A similar prevalence of unemployed among manual laborers was shown in the long lines of men who waited for work as snow-shovellers until many of them dropped from exhaustion.

"These work-seekers are not tramps or wastrels. You see them about town, no one knows quite how many, thin from privation but not dissipated, wanting only work. And at this moment the richest city in the country wants work done! It wants subways. It wants parks, schools, tunnels, tenements, dwellings. It sorely needs more water.

"To cut red-tape, to plan improvements wisely and promptly, to coax away legislative obstruction which for supposed political advantage blocks men who want work for bread, to bring together the Man and the Job—this is work worthy of philanthropists and statesmen."

To the student of present time conditions, nothing is more perplexing than the solution of the problem that separates the man and the job, and that "blocks men who want work for bread." There is enough work to be done to keep everyone busy, and yet it is said that in the City of New York alone, there are one hundred thousand idle men. It is safe to estimate that ninety per cent. of these are untrained and unskilled, yet there is work to be done which they can do. What is true of New York is true of every other large city in the world. What do the readers of THE JOURNAL think on this question?



INSTRUCTIONS.

REAL graceful and finished forms can only be secured by graceful and elastic movements.

Copy 132. These principles are given as preliminary movement exercises for study, as well as practice and they should be thoroughly mastered before taking up the letters. The object of these principles is to present a single point or part to the mind that it may be more easily seen and more accurately known and less complex and easier to execute.

shaded stroke quick and raise the pen while the arm is in motion where the principle ends at base line.

Copy 133. Same as copy 132, only allowing them to lap or fold over. Watch your spacing between the shaded strokes. Don't shade them any heavier than the copy at first and make the shaded stroke quick and entirely with the muscular movement.

Copy 134. You have a chance to raise the pen in all except the last two styles. The last part of the H should extend a little above the first part and in the styles where you raise the pen the last part can be made with an upward

132



133

134



135



Forming as they do the first and usually the main part of the letters you will readily see how necessary it is that they should be mastered. Unless the first part of these letters are made well you cannot get the letter to look well, no matter how accurately the last part of the letter is made. This principle is usually called the capital stem. Notice how the oval is made in starting. The heaviest part of the shade should come down close to the base line. Make the

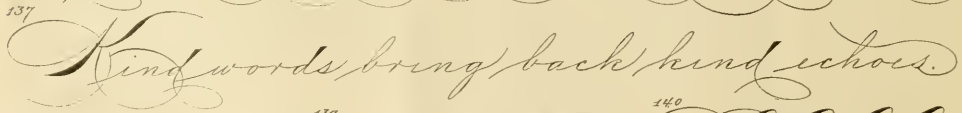
or a downward motion. Mine were made with an upward motion.

Copy 135. Use a good free movement in making the capital. Don't use more than one line in writing the sentence. Watch your slant and spacing closely in writing the words. See how fine you can make the lines in writing the small letters. Write at least twelve lines of this sentence before you change, and let it represent your best efforts.

136



137



139

140

138



It should take you from 45 to 60 seconds to write the sentence.

Copy 136. The first part of this letter is made the same as first part of the H. Notice how last part is curved at top. Have little loop lap around stem. If you shade last part at top have the shade to come well out on shoulder. Make last oval nice and round. Use a good free movement. This is considered a difficult letter.

Copy 137. Same instructions as given for Copy 135.

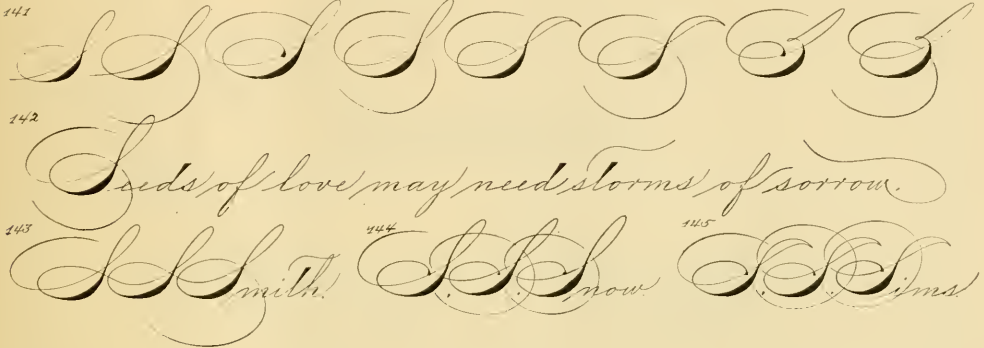
Copy 138. You must use a good movement. I made these exercises entirely with the muscular movement. Watch the parallel lines closely. Spend at least 15 minutes time on each exercise.

Copy 142. Arrange the spacing between letters so that this sentence will take up just one line. Uniform slant and spacing.

Copy 143. Join these letters without raising the pen. Curve connective down as much as possible.

Copy 144. Raise the pen after making each letter. Notice how the letters lap. Make all ovals round and full. Good movement.

Copy 145. Raise the pen on each letter as in former exercise. Swing well back to left in making turn for top of letter. Try to get uniform spacing between letters. Don't make the small letters too large and make rather close spacing.



Copy 139. Study these exercises before you attempt to make them. Notice how large oval laps around little loop. Have last part at top to extend a little above first part. See how the shade is cut off at base line for first part of capital.

Copy 140. Make this exercise without raising the pen. A very light shade for the first down stroke and the shade should come near the top for last part. If you cover the first part of the letter, the last part will make a good capital C.

Copy 141. The heaviest part of the shade should come at turn at base line. The shade is the same in all the styles. Make oval large at bottom and it should be horizontal.

Avoid slanting the loop at top too much, a common fault at first. Notice the parallel lines made from the large preliminary oval with the ending oval for letter. Make the shaded strokes quick and if you have trouble in getting the shade low, tip up the oblique part of your holder.

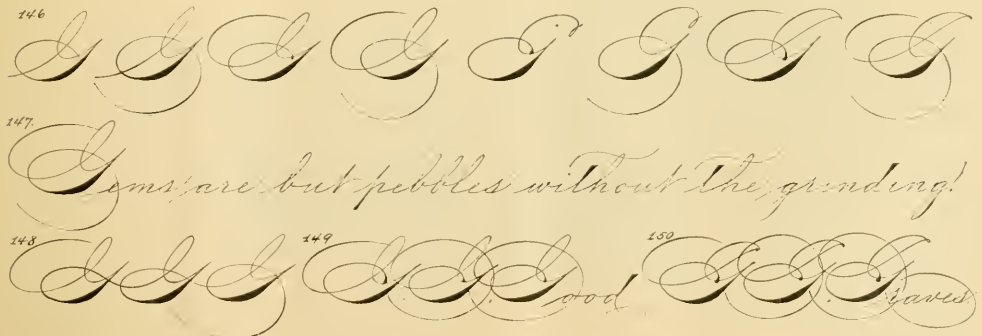
Copy 146. Do not make the turn at bottom of loop too wide. The shade and oval at bottom is made like the S. Make the turn at top broad for the last four styles. All capitals take a free movement.

Copy 147. Only one line for the sentence. Notice the small letters I have shaded. Do not shade them any heavier than copy. See how fine and smooth you can get the hair lines. Give close attention to your spacing.

Copy 148. Notice how the connective strokes are curved. Place three in a group. Good free movement.

Copy 149. Raise the pen after each letter. Uniform height, slant and spacing.

Copy 150. You should raise the pen here after each letter. Do your best. Use a good movement and keep at it. Whatever you begin to do, carry it through until you have thoroughly tested its merit and usefulness.



At a Regular Meeting
OF
THE Saint Paul Association
OF THE CITY OF
Scranton, Pa.,

held Thursday, January 21, 1904,

The following Resolutions were adopted as read:

WHEREAS,

By the dispensation of God's Providence our late

FRIEND,

CHARLES C. COSLETT

has been removed from our midst;

Whereas, ^{AND} as we revere his memory and most sterling qualities;

RESOLVED,

That in the death of MR. COSLETT this Association has lost a valued member, and the City of Scranton a worthy citizen. We mourn his loss as one whose high character and generous qualities will ever remain in our memories.

Resolved,

That the tribute of our respect to OUR LATE ASSOCIATE and most highly esteemed friend be entered upon our minutes, and A COPY THEREOF suitably engrossed, framed and presented to the family of our deceased member as a slight token of our high regard.

Committee,

John P. Mallon,
James Fleming,
James J. Coleman.

1st printed 1904

LESSONS IN ILLUSTRATING.

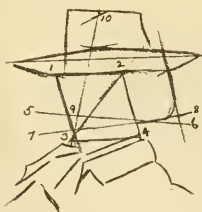
By R. W. MAGEE, Toronto, Ont.

DRAWING OF THE HEAD.

IN our last lesson we discussed the Perfect and Character heads. In this lesson we confine ourselves to the drawing of the head and facial features. There is, perhaps, no feature of the entire course so difficult as the human head, and yet, if a correct method be adopted, it should not be found so difficult after all. Not one student out of a hundred has the keenness of form perception and the accuracy of observation to draw a head accurately from simply looking at it. The average eye is unable to estimate distances and to judge correctly of the position and proportions of the different features. A definite yet simple method that will guide the eye until it has acquired the power to draw just as it sees, is what we must adopt. Such a method then, I place before you in this lesson. It must be remembered, however, that the sole object of this method is to develop the power of observation, and that just as soon as the eye can see correctly, and the hand can truthfully represent what is seen, then this method must be dispensed with. Rely upon your eye as much as you can right from the start. In a short time you will be surprised at the ability you have acquired to see accurately and to draw correctly.

In exercise 29 I present a head for study and representation. Study it carefully. Note the shape of the outline. Note the greatest width. Note the greatest height. Note the tilt of the head. Note the position and shape of each feature. Do not concern yourself much as to the light and shade effect, this will be discussed later. It is the simple form and position of the head itself and the features that concern us here. Taking this head as our model we now proceed with our method of representing it.

In exercise 26 we have the first sketch of our subject. It is a mere blocking-in or placing of our model in a proper position on our paper. The general form of the head is shown, but no definite outline of the features is



Ex. 26



Ex. 27

Using exercise 29 for reference, let us examine this sketch to ascertain how each line has been obtained. Observe as follows:



Ex. 28



Ex. 29

1. The face is just enclosed by a four-sided figure with each pair of opposite sides equal and parallel. (1. 2. 3. 4.)
2. The line bordering the hair at the back is parallel to 1.3 and 2.4.
3. The width of the forehead at the top 1.2 is equal to 1.3 the length of the face in front.
4. The spaces 2.4 and 3.4 are likewise equal.
5. The line 3.10 passes through the tip of the chin and the dent in the hat at the top. This line locates the direction of the nose, the tip of which is at 9.
6. The line showing the slant of the hat rim is parallel to 1.2 and 3.4.
7. A horizontal line 5.6 drawn through the lower point of the hair locates the tip of the nose at 9.
8. A line showing the slant of the hair at the bottom passes through and shows the slant of the mouth. By this process the slant, position and length of each line can be obtained. Use your pencil in this blocking-in sketch. When finished test it, compare with the original. When it is accurate, proceed.

Exercise 27 shows our sketch a little more advanced. Here the guide or blocking-in lines have been discarded, and the rough curves have been sketched in. The positions of the features also are indicated. If your first sketch be accurate, the outline of the face and head are easily obtained.

Exercise 28 shows our sketch still more finished. Here a few suggestions of shade and color are added, giving more form and life to the sketch. The outline, too, is more exact, showing more minute curves and indentations. In other words, it is a more detailed sketch.

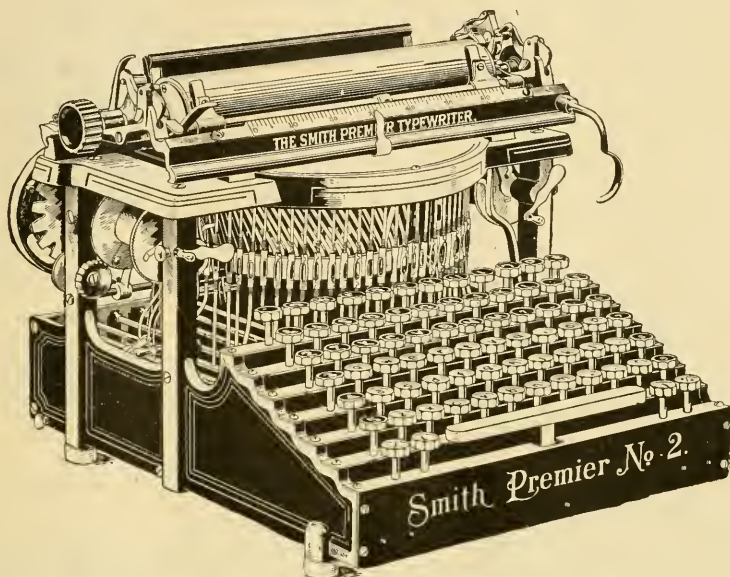
Exercise 29 shows the finished drawing. This sketching method applies to either drawing from copy or from life. You should do a great deal of this sketching. Remember the eye must become trained and only practice will do it.

Thus far we have discussed the drawing of the head as a whole. You should study the forms of the various facial features, sketch many of them. You cannot represent the head as a finished portrait until the head as a whole and each individual feature has been mastered.

represented. The sketch is made entirely of straight lines which have the definite purpose of showing:

1. The slant of the different surfaces found on the head.
2. The relative lengths of each.
3. The relative position of each.

There must be some advantage



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THE SALEM COMMERCIAL SCHOOL.

The night of Jan. 31 will long be remembered by the management, faculty and students of the Salem Commercial School. A school second to none in New England in equipment, 300 or more intelligent, loyal students, a faculty welded together and working for the best interests of the school, was the condition of affairs at the close of school on Tuesday afternoon, January 31. The next morning a ruined, blackened, ice-bound building represented the commodious quarters of the night before. In one of the most destructive and costly fires that has visited Salem in many a year, the school had suffered a total loss, nothing being saved except the contents of the safe.

The outlook was one to dismay the most seasoned and experienced business man, but the many friends of Geo. P. Lord will not be surprised to know that he was equal to the occasion. A man whose business abilities are of the keenest, he was able at this crisis to show in an extraordinary degree his executive ability, and before the fire engines had left the ruins negotiations were under way for new quarters. There was only one building in the city that would accommodate a school of this size and a heavy cash inducement was necessary to persuade the tenants to vacate the premises. These details were soon settled and an exhibition of Mr. Lord's motto, the three H's (Hustle, Hustle, Hustle) was then in order. The faculty and employees of the school were all willing and anxious to do their part and there was work for all.

It has never been my good fortune to see the people of a city stand by a school as the people of Salem did by the Salem Commercial. It was a case of take anything you want, wherever we went. The students were also anxious to do what they could to help us and their help was very much appreciated. By means of the telephone, telegraph and personal representatives, orders were placed for books, desks, tables, typewriters, and everything that was needed to form a new and complete equipment.

Within 48 hours after the fire, our new quarters presented a view that would delight the advocates of a strenuous life. Carpenters, painters, decorators, electricians, workmen unpacking and setting up furniture, etc., made it an unhealthy place for the microbe of laziness. The typewriter companies responded to the urgent call for relief and the Remington Co. sent us 50 machines, The Underwood Co. 10, and the Smith

Co. 6, within three days. On February 6 we resumed our regular sessions and after one day were running along as though nothing had happened.

L. E. STACY.

THE PRIVATE COMMERCIAL SCHOOL MANAGERS' ASSOCIATION. THE AMERICAN COMMERCIAL SCHOOLS INSTITUTION.

The persistent work of the leading members of the Business Managers' Section of the Commercial Teachers' Federation is beginning to bear good fruit. The American Commercial Schools Institution was incorporated at Washington, D. C., in December last. The Board of Trustees are quietly working on the matter and will meet in New York City during the sessions of the Eastern Commercial Teachers' Association and perfect their plans for organization. After the meeting is over they will go to Washington to complete the organization, which will put the institution into full working order. Proceedings of the Business Managers' session at Chicago will give full information concerning the organization. Every Private Commercial School Manager will find much in the proceedings of the Chicago meeting to interest him. A copy of the proceedings can be obtained from T. W. Bookmeyer, Secretary of the section Sandusky, O., upon payment of the annual membership fee of \$5.00.

The next meeting of the Business Managers' Section will be held at Asbury Park, New Jersey, from July 3 to 7, during the meeting of the National Teachers' Association. It is expected that a large number of private school men will avail themselves of the low rates and opportunity to visit Asbury Park during the meeting.

One of the recommendations of the President of the section at Chicago, which was adopted as the sense of the meeting, was that all private, business and commercial colleges change the names to Commercial Schools and thus do away with the cause for the slurring expression so often used, "so-called Business Colleges." This change would also be in harmony with the movement started in New York and place the Institution on a footing to affiliate with the American Commercial Schools Institution.

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Penman's Art Journal, 208 Broadway, N. Y.

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I will coach personally by mail a limited number of candidates for the degree of C. P. A. (Certified Public Accountant). Commercial teachers who are C. P. A. men are in demand for the higher places paying \$1,800 to \$3,000 a year.

For 25c. in stamps I will explain fully in a personal letter how I prepared for and passed the Illinois C. P. A. examination, and will give other valuable pointers, including full set of questions at my C. P. A. examination.

D. B. WILLIAMS, C. P. A.
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Dear Mr. Vaughan:—During many years of intimate acquaintance I have known of your work in connection with the business-teaching profession and take pleasure in expressing my cordial approval of the same. I do not wonder at your success as manager of the Union Teachers' Bureau, knowing as I do that in all business dealings you are inspired by what you and I believe to be one of the strongest elements of success—a genuine desire to give the best service.

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A. H. Hinman, Hinman's Business College, Worcester, Mass.

Dear Mr. Vaughan:—I have known the Union Teachers' Bureau for many years as a reliable teachers' agency with facilities for reaching a vast number of teachers and schools. It has done grand work for both teachers and school managers and is in every way worthy of confidence.

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I have long been acquainted with the gentlemen managing the Union Teachers' Bureau and know them to be successful in everything they undertake. We are very glad to give them anything that we require in their province and heartily commend them to the profession.

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My Dear Mr. Vaughan:—You may have my recommendation of your efficient Teachers' Bureau or my recommendation of your own worthiness and capabilities whenever you may ask for either—and at all other times as well.

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Dear Mr. Vaughan:—I have had occasion in times past to appeal to your Bureau for help and have long been familiar with its good work.

A. P. Armstrong, Principal Portland Business College, Portland, Oregon.

Personal experience in dealing with your Bureau has established my confidence in the same. I take pleasure in stating that I believe your organization is well prepared to serve both schools and teachers and commend its excellent work. Refer to me at any time.

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Dear Mr. Vaughan:—I consider the Union Teachers' Bureau and School Exchange headquarters for those desiring either positions or teachers. When Frank E. Vaughan does a thing it is done well, and what he does not know about Business Schools and teachers would he of little use in compiling a teachers' directory or commercial college encyclopedia.

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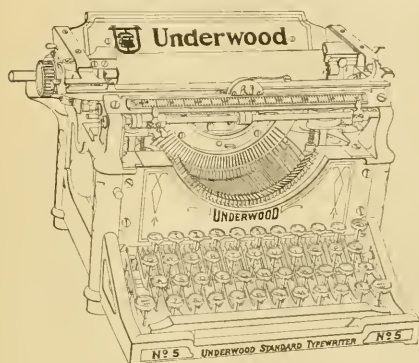
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VOL. 29

NO. 8

APRIL, 1905
203 Broadway, New York

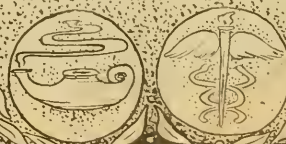
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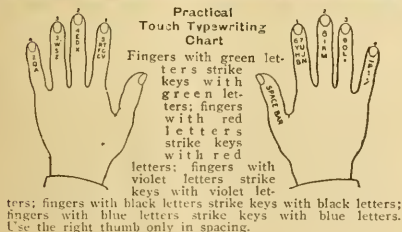
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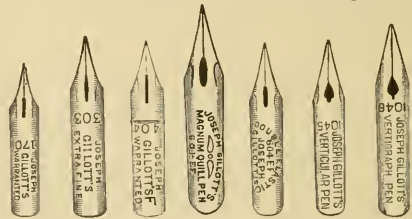
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THIS, the latest addition to the Packard series of text-books, has been prepared with a special view to the requirements of commercial schools; and is intended to provide students, in the shortest possible time, with those essentials of practical English required in business intercourse.

Besides other important matters, it covers in a manner not heretofore presented, the subjects of spelling, punctuation, and English syntax, and affords a course in letter-writing, not only in conformity with the best usage of the present day, but remarkable for its simplicity, uniformity, and definiteness.

A unique feature of the book, and one especially valuable to commercial and shorthand schools, where new students are constantly entering, is the peculiar arrangement of the matter, by which a student may begin at any point, proceed to the end of the book, return to Lesson I, and stop at the point of beginning, without any sacrifice whatever.

The book contains 416 pages, beautifully printed on good paper, and is handsomely and substantially bound in cloth.

A sample copy of One Hundred Lessons in English will be mailed to any teacher or school officer, for examination, on receipt of fifty cents.

Correspondence invited.

S. S. PACKARD, Publisher

101 East 23d Street, New York

THE PENMAN'S ART JOURNAL

TWENTY-NINTH YEAR.

APRIL, 1905

D. T. AMES, FOUNDER AND CONTRIBUTOR

ANNUAL MEETING OF THE E. C. T. A.

Every school proprietor, every teacher of commercial subjects whether in public or private schools, and every one interested in the cause of business education should make definite plans for attending the coming meeting of the Eastern Commercial Teachers' Association.

The meeting will be held on April 20-22 inclusive in the spacious rooms of New York University, located on Washington Square, in the heart of the business district of New York. A more desirable location could not possibly be found.

The officers of the Association and those of the University have done their full duty in making preparations for the event, and it devolves upon the membership and friends to do their share.

A magnificent program has been arranged (see March issue of THE JOURNAL), a sumptuous banquet will be given, and nothing will be left undone to make the social success assured.

Plan for a full week in the Metropolis.

THE JOURNAL'S CERTIFICATE.

The following have received THE JOURNAL'S Penmanship Certificate during the past month:

Mankato, Minn., Commercial College, C. E. Ball, instructor: Walter E. Robb, A. H. McKay, H. H. Turbes, E. J. Vanasek, Peter P. Unger, A. A. Manderfeld, T. E. Halverson, Harry O. Frazier and C. H. Peterson.

Pennsylvania Business College, Lancaster, Pa., A. T. Scovill, instructor: Harry B. Royer, Clinton D. Garrett, John F. Sherick and I. F. Walters.

Dakota Business College, Fargo, N. D., E. C. Watkins, instructor: Edwin Graves, Elmer G. Holm, Benjamin H. Schneider, Anton L. Kvisstad, Fred. B. Tyler, Oscar Norby, Charles D. May and Oscar N. Johnson.

Salem, Mass., Commercial School, L. E. Stacy, instructor: Lillian E. B. Durkee, Mabel Lane, Phoebe M. Curtis, Fred. D. Barney, Frank Everett Buckley, Melvin P. Jenkins, Emma C. Story, H. Carlton Story, William H. Low, C. E. Hoyt, Percy J. Merrill, Leonie D. Batchelder, George Albert Rea, Jr., William Harold Coffin, Herbert W. Hopkins, Ernest Wright and Mary T. Currier.

Rockford, Ill., High School, H. W. Darr, instructor: G. R. Lind, J. Bennett Olson, Joseph O'Connor, Grace Cole, Florence C. Evans, Alpha Minard, Allen Peterson, Louis Erickson, John Curtin, Carroll Alfvén, Edward Lindberg, R. Weingartner and Katharine Lange.

Canfield School, Owatonna, Minn., W. P. Canfield, instructor: Mike Fassbender.

Southern California Business College, Los Angeles, Calif., J. W. Hood, instructor: S. J. Oxarart.

Central Business College, Sedalia, Mo., J. H. Rogers, instructor: W. L. Wyan.

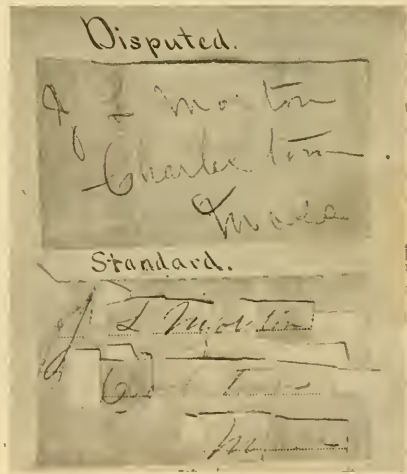
Andrew M. Olson, Minneapolis, Minn.

Herewith we present, through the kindness of W. J. Kinsley, a photographic reproduction of an address which figured very largely in the celebrated murder case recently tried in Massachusetts, wherein Charles L. Tucker was defendant.

This address was found in the room of Miss Page, the young lady who was murdered. It was claimed on the part of the

Commonwealth that the address was in Tucker's handwriting. To support this claim, the testimony of four handwriting experts was taken. These experts were Marshall D. Ewell, Chicago, Ill.; Charles French, Boston, Mass.; David N. Carvalho and William J. Kinsley, New York.

The defense claimed that Tucker did not write the J. L. Morton address, and went even further, and claimed that



Miss Page herself wrote it. To support their side of the case the following experts were called to give testimony: Dr. Persifor Frazer, Philadelphia, Pa.; Col. Edwin B. Hay, Washington, D. C.; A. H. Hinman, Worcester, Mass., and W. E. Hingston, Boston, Mass.

In the cut is presented the disputed signature and also some of Tucker's admitted handwriting. What do our readers think about this matter? Did one and the same person write both?



High Grade Engraving by W. S. Chamberlain, Baltimore, Md.

"To say that I am delighted with the present style of The Journal does not half tell it. I can suggest no improvement. It leads the van." Daniel T. Ames, Mountain View, Calif.

March 17, 1905.

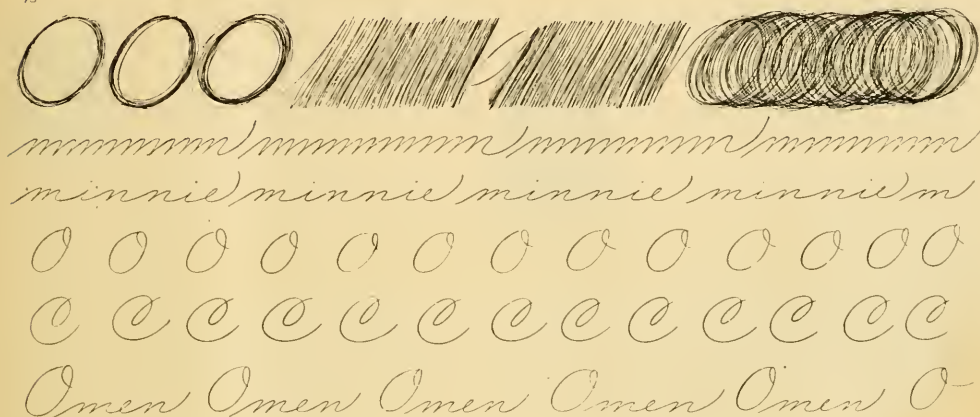
DO NOT FORGET THE DATE OF THE MEETING OF THE E. C. T. A., APRIL 20, 21 AND 22.
PLACE: NEW YORK UNIVERSITY.

Rapid Business Writing for Beginning Pupils.

By L. E. STACY.

Salem Commercial School, Salem, Mass.

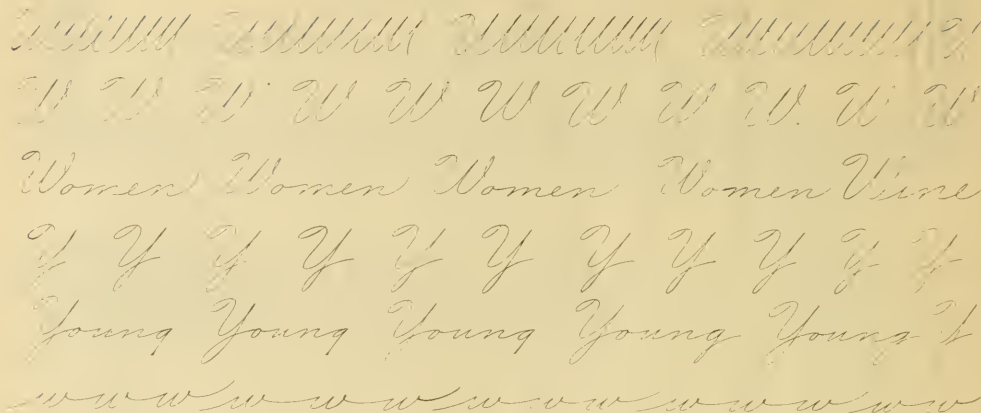
13



It is at all times important that you should use a light easy movement, and copies such as are given in the first line of this plate will benefit you a great deal, if you practice them carefully. If your movement is not perfectly free and easy, spend 15 or 20 minutes each day on these exercises. The other copies given in this plate are intended for movement practice, and they should all be made as rapidly as possible, but at the same time pay considerable attention to the form of the different letters and exercises.

aaaa aaaa aaaa aaaa aaaa a
 annum annum annum annum anon
 maim maim maim maim maim maim
 sssssssssss sssssssssss sssssssss
 summer summer summer summer s
 aiming aiming aiming aiming aiming
 wine wine wine wine wine wine w
 vane vane vane vane vane vane v
 same same same same same same s

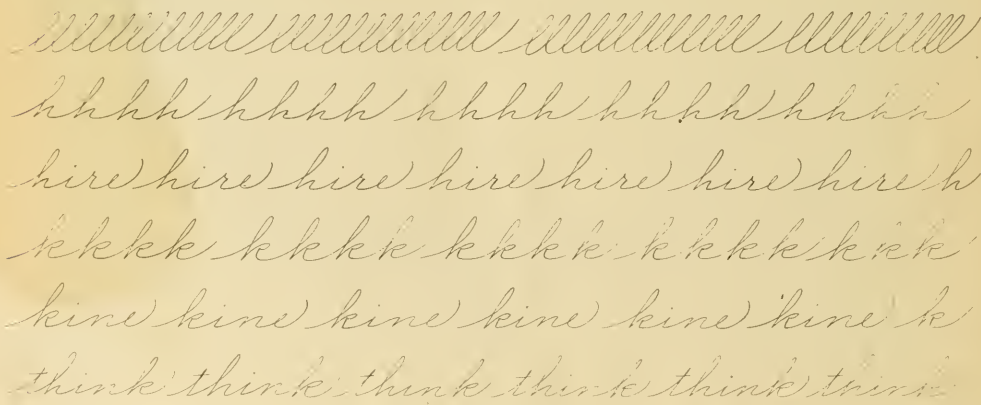
The small letters and the words given on this plate are all of considerable importance, and should be thoroughly mastered by the student before he takes up sentences or page work. Study each of the copies before you start on them, and do not be at all backward about the number of lines that you make. You should make several pages of each copy in this issue, and you will find that your writing will improve rapidly if you practice carefully and systematically.



Practice the first line until you are able to execute the copy with a fair degree of skill. Pay especial attention to the roundness of the turns at the bottom. Practice the exercise rapidly, making it not more than three-fourths of the line in height. Line No. 1 will prepare you for the capital "W," which is a very easy style for the student to acquire, and if properly made is perhaps the best style of this letter we have. Pay particular attention to the middle stroke of the capital "W" and try and keep it as high as the other two strokes. The word "women" should receive careful attention, and do not leave it until you can see some improvement.

Capital "Y" should be easy for you at this time, but it will be necessary that you watch the lower loop and keep it within bounds. In practicing the word "young" use the style of "g" you prefer. In my own work and teaching, I never allow students to make the first style, but require them to finish as given in the last two words.

The small "w" is a combination of the "u" and "v," and you should be able to imitate the copy before you leave it.



The "i" exercise is one of the most difficult ones for the average student, and you should master it thoroughly. The small "h" will prove comparatively easy, if you have the loops under control. In the word "hire" be careful about the small "r" and see that the dot over the "i" is placed in the proper position.

Small "k" is a difficult letter, and will perhaps need considerable practice. Study the copy and receive such directions from your instructor as you may need. If you are practicing by yourself, it will be necessary for you to observe each copy carefully and do your best to imitate it. Write a page of the word "think" and see if you cannot do as well, or better, than the copy given here.

To the student who is trying to learn to write a good business hand I would again impress most strongly the value of systematical and careful practice. Never allow yourself to do the least bit of work without doing your very best; if you will follow this rule at all times, it is only a question of a short time until you become a good business writer.

Who's Who in Penmanship.

W. K. Crouthamel was born at Center Point, Montgomery County, Pa., in 1877. At the age of fifteen he left the country school where there were neither grades nor gradations, and entered the employ of the Philadelphia and Reading Railroad Company, at Hatfield, Pa., as messenger boy, with the purpose of learning telegraphy. A year later he was promoted to assistant station agent at Hatboro, Pa., and then made ticket agent at Newhope, Pa.

After holding this position for about four years, he resigned to enter the Stewart Business College, Trenton,



N. J. From this school he was graduated in June, 1900, and accepted a position as bookkeeper. He was then employed to take charge of the commercial department of the Drake Business College, Jersey City, N. J., and on January 1, 1902, was promoted to the principalship of the Drake Business School, Orange, N. J. After spending a year with the Union Business College, of Philadelphia, Pa., he was employed by the Rider-Moore and Stewart Schools, of Trenton, N. J. He has held this position for the past two years, and is obtaining splendid results in his work.

Mr. Crouthamel is an example of what push and ambition will do for a young man. With no other training but such as could be obtained in the country school, together with his course in the Stewart Business College, he has attained a very prominent position as a commercial educator. Having been successful in so short a period, we feel safe in prophesying still greater achievements in the field of usefulness in the future.

During July of the Centennial year J. C. Strassburger was born at Cedarburg, Wis. During his childhood and youth he attended the public schools of that city, supplementing his



high school course with two years at Wartburg College, Waverly, Iowa, and a term at the Oshkosh Normal School. Since that time he has been engaged in business and as a public and private instructor. He attended the McDonald Business Institute, at the time Mr. Courtney had charge of the penmanship department and became deeply interested in writing. For this he has been amply repaid by

the mastery of a strong, easy style of penmanship. For the past seven years Mr. Strassburger has been connected with the McDonald Business Institute in the capacity of instructor and principal of the commercial department. He is one of those men who have brought a strong will to bear upon the difficulties that stood in his way and made them stepping stones to success.

Among the Southern boys who have made a success in the business educational field is Thomas W. Osteen, who was born in Henderson County, N. C., May 19, 1879. His early experience was in the public schools of that county, and after passing through his public school course he took up teaching in the same locality. Later, he attended the Fruitland Institute, at Fruitland, N. C., and Judson College, Hendersonville, N. C., teaching in the public schools during the intervals. Desiring to make a specialty of penmanship and the commercial branches Mr. Osteen entered the Asheville Business College, Asheville, N. C.,

where he mastered the various branches in the commercial department. He now resolved to take up teaching as a profession, and for the past two years has been connected with his alma mater as a teacher of those branches which he had mastered so thoroughly. He is a penman of marked ability with special talents along the line of teaching. Personally he is a man of high character, and is one of the many friends of THE JOURNAL.

One of the best known and most successful teachers in the South is E. S. Hewen, principal and manager of the Massey Business College, Jacksonville, Fla. A native of the South, his



earlier years were spent on a farm near Little Rock, Ark. At the age of seventeen he became interested in commercial education and entered a commercial school at Little Rock. After completing his course he became one of the instructors in the school, serving in that capacity for four years. The next three years were spent with the Toland Schools, in Wisconsin, Minnesota and Iowa. During this time he

took lessons in writing from Mr. Toland. He also studied under Madarasz previous to this time. In 1901 Mr. Hewen left the employ of Mr. Toland and on January 1, 1902, became principal of the Massey Business College, at Jacksonville, where his superior ability and energy have made that institution one of the most successful commercial schools in the South. As a business writer he has been very successful, and his work along that line reflects credit, not only upon those under whom he studied, but upon his own energy and perseverance as well.

J. M. Ohslund, Principal of the School of Business, Luther Academy, Wahoo, Neb., was born in 1867. He attended public school and worked on the farm until 1890 when we find him enrolled at Gustavus Adolphus College, St. Peter, Minn. In 1892 he was graduated from the School of Commerce of that institution. The following winter he taught in the public schools of Minnesota. Since 1893 he has been connected with Luther Academy, the School of Business there having grown almost entirely under his management.

In order to more fully prepare himself for the work, Mr. Ohslund spent a year at Philadelphia, attending the Drexel Institute, and was graduated from the Normal Course in the Department of Commerce and Finance in 1899. During the summer of 1900 he studied at the University of Minnesota. From Gustavus Adolphus College he has received the degree of M. Accts.

At present Mr. Ohslund is a member of the Board of Education of the city schools, and is vice-president and secretary of Luther Academy. For more than ten years he has been a staunch friend of THE JOURNAL, using it in all his writing classes.

Mr. Ohslund is not only a cultured and successful teacher, but he is a very skillful penman, and in addition to his talent as an executor of a good business hand, he possesses the faculty of imparting his knowledge and skill to his pupils. Every year this office is in receipt of specimens taken from his writing classes and these have excited the admiration of all of our visitors.

LESSONS IN ILLUSTRATING.

By R. W. MAGEE, Toronto, Ont.

A RECENT newspaper article starts out with the following startling information which, if true, would be rather discouraging to those who are working for improvement in business writing: "Penmanship not wanted." The article is of interest largely for the information it does not convey. There never was a time when the possessor of a good business hand was more in demand than at the present time. There is not a firm in the country that would not rather have a good penman at work on its books than a poor one, all other things being equal, and, in many cases, where other things are not equal. When a young man applies for a position there are very few things which can be determined accurately in regard to him by the prospective employer but he can easily find out whether his handwriting is legible, and it is on that basis that he is more than likely to form his opinion of the desirability of the applicant. It is only necessary, then, for the employee to "make good." It is perfectly safe for the pupil, when he reads such articles as this one referred to, to practice an extra hour on his penmanship in order to counteract the tendency. It will be better to let the other fellow, ten years from now, explain how it happened, instead of having to make the explanation yourself.—EDITOR JOURNAL.

PORTRAITS.

In this part of our lesson we shall briefly consider portraits. Portraits, in general, are divided into two classes; those for ordinary newspaper purposes, and those for higher newspaper, magazine and book purposes. The former differs from the latter in the care of handling, and the amount of detail and finish. A highly finished portrait aims at bringing out, accurately and realistically, every



Exercise 30

possible feature, while the ordinary portrait aims at presenting a fairly accurate likeness with little effort or work.

At the present time, however, there seems to be little difference between the two classes. In all first-class papers



Exercise 31

the portraits are of a very good grade and might be used in either book or magazine mediums.

Exercise 30 presents what is termed an ordinary black and white portrait. It shows all the shades on the face and head as black. It makes a strong drawing, and is used much in newspapers where line portraits do not show up as well. From papers and magazines select half-tones from photos, outline the shades and fill them in with ink. After some practice in this way make separate and finished drawings.

Exercise 31 presents a high-grade line portrait, suitable for magazines or books. It is too fine for newspaper work. Note the careful and detailed finish. Most portraits are made in line work. Much practice is necessary to make good line portraits.

APRIL CLUBS.

In view of the promise of a large number of teachers to send us additions to their clubs already sent in, and also the promise of many teachers of writing who have not already clubbed us to do so very soon, we have printed a very large edition of this issue so that we shall have enough to supply all. Any teacher wishing a few extra copies of this number as samples with which to secure subscriptions may have the same by making prompt application.

The Penman's Art Journal

PUBLISHED BY
THE NATIONAL PENMANSHIP PRESS
203 BROADWAY, NEW YORK.
HORACE G. HEALEY, Editor.

TWO EDITIONS.

THE JOURNAL is published monthly in two editions.
THE PENMAN'S ART JOURNAL, 32 pages, subscription price 60 cents a year, 6 cents a number.

THE PENMAN'S ART JOURNAL, News Edition. This is the regular edition with a special supplement devoted to News, Miscellany and some special, public school features. Subscription price \$1 a year, 10 cents a number.

All advertisements appear in both editions; also all instruction features.

CLUBBING RATES.

Regular Edition.—60 cents a year. Two or three subs., sent at one time, 50 cents each. Clubs of from three to nine, 45 cents each. Larger clubs, 40 cents each.

News Edition.—\$1 a year. Two subs., \$1.50. Three to six subs., 66 2-3 cents each. Larger clubs, 60 cents each.

After having sent in enough subscriptions to entitle the club sender to the minimum rate as specified above, additional subscriptions in any number will be accepted at the same rate throughout the school year.

Clubbing subs. in Boroughs of Manhattan and Bronx, N. Y., 15 cents a year extra, to pay for additional cost of delivery.

ADVERTISING RATES.

\$3.00 an inch. Special rate on "Want" ads., as explained on those pages. No general ad. taken for less than \$2.00.

CHANGE OF ADDRESS.

Subscribers wishing to have their magazine sent to a new address should notify us promptly, giving the old address and specifying the edition, whether *News* or *Regular*. Notices must be received in advance that all copies may be received.

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AN IMPOSTOR.

Some time ago THE JOURNAL chronicled the experience of some of our Southern school men with a young man pretending to be the son of a wealthy ranch owner, and who was in the East to secure a business education. Despite the fact that the fellow has been arrested frequently, and as often imprisoned, he has not ceased his efforts as a swindler, and has just landed behind prison bars in New York. It is hoped that his sentence this time will be of such length that he will be discouraged from further attempts. The private schools have been his favorite victims. How many school managers have succumbed to his scheme is not known, but some have, and it is time that all be warned as to his methods.

About the first of March this young fellow decided that he would see what he could do along his line with the Eagan School, Hoboken, N. J. So late in the afternoon he called to interview the local principal, Mr. Manchee. He stated that he was recently from New Mexico, was there to take a course, was not particular as to cost, and in the way of room and board wished about the best to be had. After making all arrangements for his work, it was found that the hour was too late to look up a suitable boarding place, and Mr. Manchee, acting the part of the good Samaritan, invited his western highness to his residence for the night, saying that on the next day headquarters would be secured. All went well until the morning arrived, when upon investigation it was found that the prospective student had decamped, having annexed about everything in the house that was not nailed down. Mr. Manchee lost no time in notifying the school men of this vicinity, and Mr. Eagan at once sent broadcast circulars giving a description of the party, and warning all to be on the lookout for the rogue.

During the previous evening, while talking over the work, the young fellow asked Mr. Manchee for his card. This was a fortunate circumstance, as it afterward turned out. A few days later Mr. Manchee was called to Brooklyn

to identify his guest, where it seems he had come to the end of his string. Going to the Adelphi College, he arranged for another course, and in the evening plundered his boarding house, but was caught, and on being searched it was found that he had nearly all the missing articles on his person. In one of his pockets he had Mr. Manchee's card. This established the connection with his doings in New Jersey.

After the foregoing had been written, we received the following letter from the proprietor of one of the largest New England schools, indicating that that section had not been excluded from his itinerary:

"Dear Mr. Healey:—My attention has been called to a young man giving his name as Harry Marshall and who succeeded in extracting money from two or more members of the Federation in Chicago holiday week, by representing to them that he was on his way from San Diego, California, to their institution here; he expected to take a course of training.

"This young fellow turned up in Providence and made the representation to me that he lived in Colorado, near Denver; that his father was very wealthy, and that he had been sent here to take a course of instruction.

"He tried to get me to endorse a sight draft for him on his father; I refused to do so and began to corner him with questions, and he disappeared, leaving a long overcoat, a dress-suit case, full of underwear, and some other trifles. He evidently thought I was onto his game. He claimed to be a Canadian, was rather tall and slender with a dark complexion and a foreign brogue. When he talks earnestly he is liable to squint both eyes a little. His mouth draws up at the corners at one side, indicating a make-believe disposition.

"If you can get this in THE JOURNAL for this month do so. Warn the schools of him and ask them to draw him on until they can put him in jail."

We have it from a gentleman who has recently paid a visit to all the business schools of New England, that the schools in that section are in a very prosperous condition.

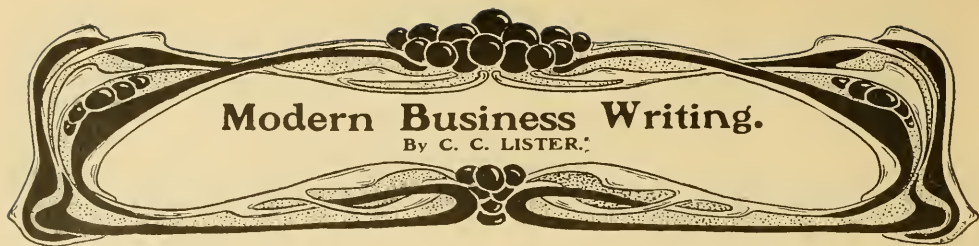
It will be interesting to learn that the schools of the South are rapidly increasing in number, and that their patronage is very large.

The schools of the State of Virginia were never in so prosperous a condition. As an example, J. M. Roessler, of the Southern Business College, Norfolk, has a school in Newport News and also one in Portsmouth. He is making plans for opening other schools in the near future.

One of the best equipped schools in Virginia is the Piedmont Business College, W. E. Giles, proprietor. He occupies his own building, which is somewhat removed from the congested business centre of the city.

There appears to be a general movement on the part of private business schools to seek more open quarters. It has always been the belief that the successful school must necessarily be on the busiest corner of the city. Experience proves that such is absolutely not the case.

Another school man who owns his own building is J. G. Dunsmore, of the Staunton (Va.) Business College. Mr. Dunsmore has a very excellent school and well-equipped building.



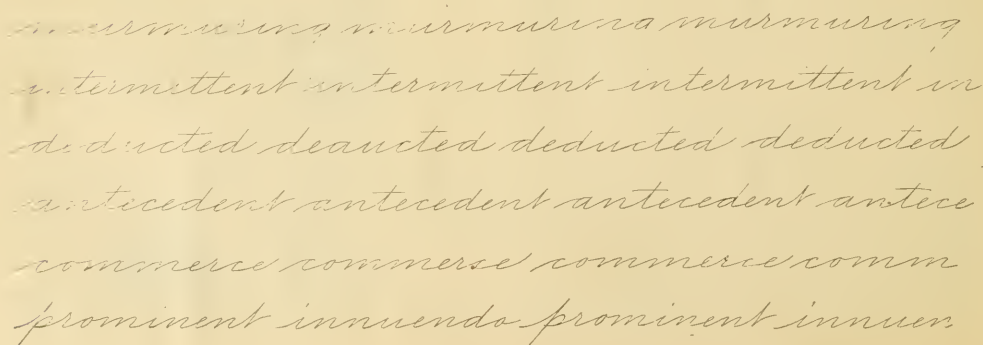
Modern Business Writing.

By C. C. LISTER.

Get the copy in your head. Do not be satisfied with your appreciation of the writing of another. "My teacher can write so beautifully. You should just see him at the blackboard. Why I am sure he made the copy books." So said a young man after a few months in a private business school when he made his first visit home. "I do not care how well your teacher writes," said his father; "what interests me is, how is *your writing*." This is the point of the whole matter. It is how well our pupils write, and not what we, as teachers, can do. Many an indifferent performer with the pen has turned out some record breakers among his pupils. "By their fruits ye shall know them."

I had started to say something to the students who are pursuing my course, and ran off on to the work of the teacher. After all, you, as pupils, are interested in this teaching problem. Think the matter over. How well are you writing now that the school year is well over? Is the copy in your head, or was it on the board, erased, and is now lost forever? It is what we bring from the class room that will help us, not what we saw and heard while there. The conception of form, the idea of line, its strength, grace and utility, and, withal, a proper understanding of what a commercial rate of speed is—these are the momentous questions that should, and do, engross the mind of him who would master a good business hand.

The plates below afford a simple review. You should be able to make letters bearing a business stamp by this time. Swing them off just as though it were easy for you to do so. Avoid the slightest indication of weak and shaky lines. Strength is mental, not physical. All power is in the mind first, the muscles simply constitute a medium of expression.



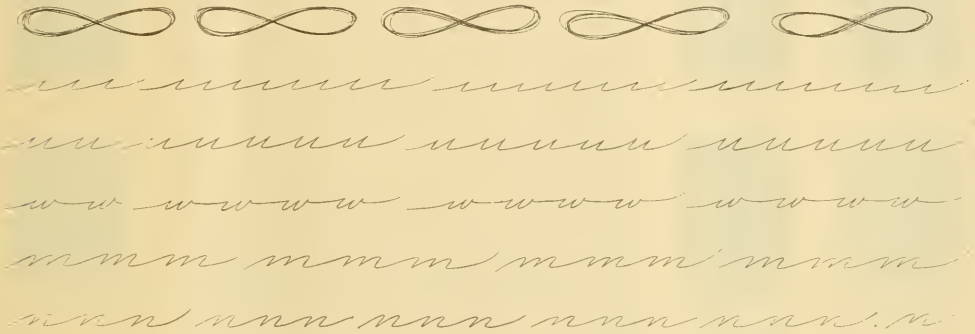
\$4900⁰⁰/₁₀₀

Columbus, O. Aug. 4, 1904

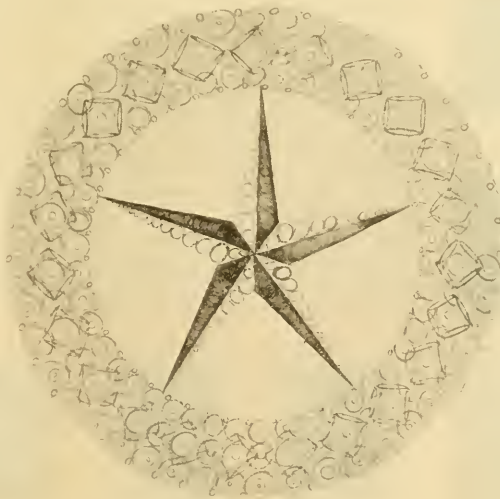
On demand, I promise to pay to
the order of The Sadler-Rowe Co.
Four Thousand Nine Hundred ⁰⁰/₁₀₀ Dollars,
without defalcation.

C. Ludwig.

The proof of one's skill is to be found only in the product. Many are able to execute the movement drill in a satisfactory manner, and even write simple words; but when they attempt some real work, their nerves forsake them, and the result is anything but encouraging. Try your hand on the above demand note. Do not be satisfied with one trial, write it a hundred times if necessary.



The above plate will afford practice on simple lines.



Here is the photograph of as dainty a piece of movement work as has come into our office for many a day. C. A. Barnett, Oberlin, Ohio, is the teacher whose pupils turn out such work. The design will be appreciated by all of our readers.

THE JOURNAL'S GALAXY OF PENMEN.



E. G. Miller.



F. W. Millhouse.



W. H. Coppedge.



H. B. Smellie.



W. Curtis.



G. H. Towley.



J. F. Bowers.



P. W. Clark.

Editor's Scrap Book.



D. C. Tubbs.



H. E. Watson.



H. J. Holm.



C. H. Hoggatt.



A. L. Peterson.



T. C. Knowles.



E. E. Walseth.



Hastings Hawkes.



J. A. Book.



E. A. Hall.



L. B. Edgar.



J. G. Strunk.



A. D. Reaser.



A. W. Ramsey.



W. R. Terhune.



F. A. Heilman.



H. L. Gray.



C. F. Haas.



S. C. Bedinger.

A letter, written in professional style, comes from A. C. Moss, Arkadelphia, Ark. Mr. Moss is a frequent customer of this office for supplies, and insists on having the best inks and pens.

We have received some very nice specimens so many different times from S. C. Bedinger, of the California Business College, San Francisco, Calif., that it seems impossible that each succeeding specimen could be any better than the previous one, but the last lot received from him seems to be a little better than anything we have ever received before.

F. T. Weaver, of East Liverpool, Ohio, turns out as tasty a card as any person in the business. He has a style of his own, and that style is right.

The premium packet of variety writing for the month comes from A. L. Peterson, of Holdrege, Nebr. In this packet we have superscriptions, flourishes, card writing, fancy lettering, signature writing and business writing. Altogether, there are two dozen specimens of beautiful work.

A superscription of more than ordinary beauty comes from C. A. Barnett, of Oberlin, Ohio. Mr. Barnett is one of the most successful teachers of business writing in this country.

M. A. Albin, of Portland, Ore., the critic and artist, has favored us with some of his writing, which would be difficult to equal. Albin knows good writing when he sees it, and is able to execute it.

The Pacific coast supplies its full quota of professional penmen who are above the average in their skill, and of the number to be found on the coast, Merritt Davis, of the Capital Business College, Salem, Ore., is in the front rank. He excels in his professional style as well as in his business writing, and with all this is a very successful teacher. A number of specimens come from him showing his card writing, some display work, business writing and a professional letter. These are a very welcome addition to our scrap-book.

C. J. Shearer, of Philadelphia, Pa., sent us a packet of written cards. His style is as good as any we have seen for some time.

THE JOURNAL'S GALAXY OF PENMEN.



A. J. Bates.



C. C. Smith.



J. E. Dyer.



T. S. Correll.



M. M. Van Ness.



H. W. Brown.



W. H. Davidson.

A nicely decorated card comes from H. K. Williams, Portland, Ore. Mr. Williams has the artistic touch and the skill of the professional.

B. O. McAdams, of the Newark, N. J., Business College, sent us a number of professional signatures that show the result of much skill. Mr. McAdams is master of the oblique penholder.



M. F. Taylor.



B. O. McAdams.



H. G. Ball.

We have received a number of nicely written cards from S. M. Smith, Springfield, Mo., showing that popular penman and teacher is still be improving in his writing. Mr. Smith has the dash and the accuracy that are so difficult to obtain in professional writing, and he is to be congratulated on having reached that goal.

F. J. Lynch, who is employed in a large business house in New York City, is a penman who can turn out work with the professional stamp that will pass muster anywhere. Mr. Lynch's work is too little known among the profession.



J. A. Buell.



J. W. Donnell.



F. E. Chaffee.

C. N. Parsons, Newton, Kan., sends a letter written in the professional style that is superior in every detail. Mr. Parsons knows how to handle his shades so that the color is evenly applied throughout the letter. His writing is accurate and graceful, and THE JOURNAL congratulates him upon his skill.

We have mentioned at different times specimens of A. R. Merrill, Saco, Me., so that nothing we can further say will better his reputation as a graceful writer of both the business and professional styles of writing. Mr. Merrill has been known for years as one of the foremost penmen, and he is ready at any time to prove his right to such a position.



G. A. McClatchie.



H. L. Williams.



P. H. Landers

Two years ago, the editor of THE JOURNAL, while visiting Pittsburg, Pa., happened into the Iron City College, and while there witnessed a recitation in writing taught by a then new teacher, E. W. Stein. It was his first few weeks in the school, but the enthusiasm he manifested in his work, and the result it had upon his pupils has remained with us ever since. Mr. Stein is a beautiful blackboard writer, and a letter we hold in our hands from him, dated January 12, is proof conclusive that he can write with the pen as well as with chalk.



Verne D. Michener.



J. A. Holt.



Jay Morrison.

J. H. Rogers, of the Central Business College, Sedalia, Mo., a successful teacher and penman, sends us a packet of his writing, showing a variety of styles that is very interesting in its nature. A set of professional capitals, part in red and part in black, presents a handsome appearance. Mr. Rogers is putting out a nicely written card in engravers' script style.



F. F. Wright.



F. Bushey.



E. Ramano.



H. F. Raber.



A. F. Foote.



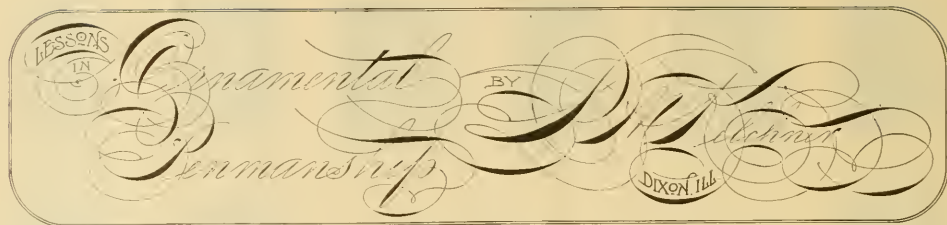
F. C. Easton.



W. Buchanan.



A. L. Peer.



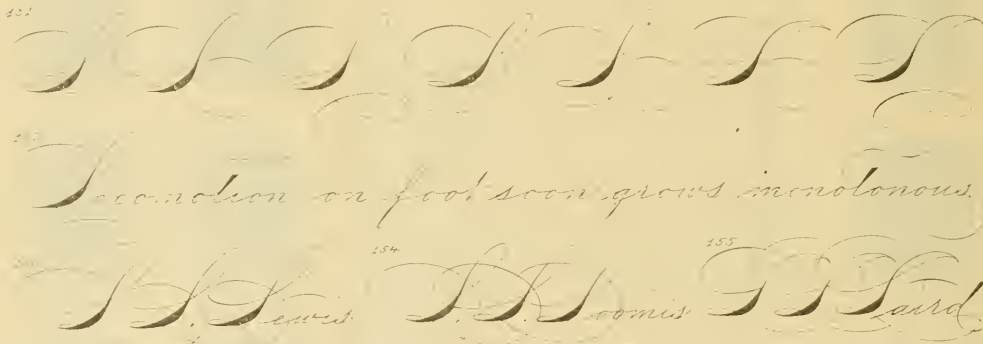
INSTRUCTIONS.

Copy 151. Make initial oval horizontal and bring lower turn of oval down close to base line so as to secure the proper length for the loop. Make oval round and full. Notice how the down stroke is curved for the stem. The heaviest part of shade should come just above crossing for the loop at base line. Make loop long and narrow. In order to make a narrow turn for loop, it will be necessary to slacken your movement at extreme left of loop. In making the last two

Don't use more than one line for the sentence, and if you write a line a minute for your practice work, you are writing the ornamental style fast enough.

Write from twelve to fifteen lines before you change to another copy. Your best at all times. Remember careless and indifferent practice will make you a poorer penman instead of a better one.

Copy 153. Make the capitals before raising the pen. Don't let them lap. Make rather close spacing between small letters for the names.

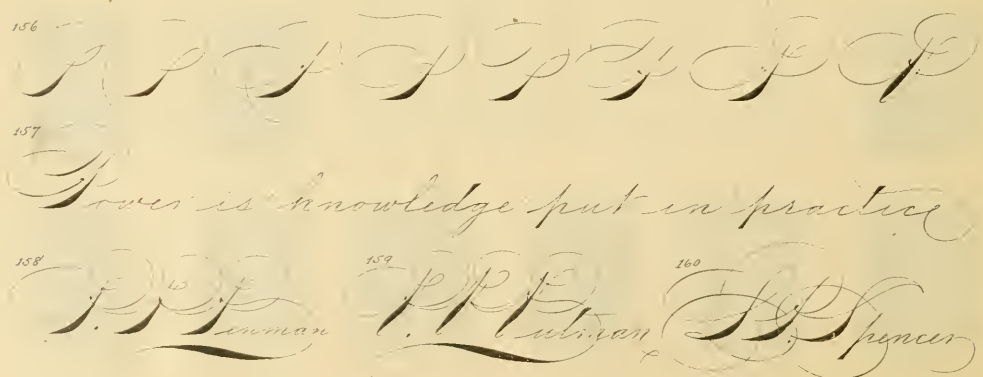


styles make a wide turn at top in starting the stem. Notice the different finishing strokes for the letters. Use a good free and easy movement with lots of stress on the word "easy." Don't make hard work of it.

Copy 152. Make the capital with a free movement. Watch spacing closely for the small letters. This is a good sentence to give you practice on the small "o," as it is used a number of times.

Copy 154. Start with oval below the base line and see that the large connective ovals lap around loop. You should have no trouble in joining the three capitals.

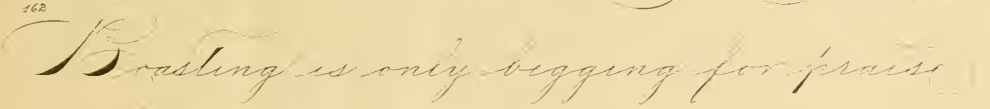
Copy 155. Finish the initial oval with a compound curve and pause at angle at top. Notice the parallel lines that the large oval forms with top of letter. Make them fully as large as copy.



161



162



163

164

165



Copy 156. Only shade the stem stroke and have the heaviest part of shade to come down close to base line in all except the last style. You will notice that the stem is made short for these letters. Entirely with the muscular movement.

Copy 157. Arrange the spacing so that the sentence will just fill the line. Notice the small letters that I have shaded and avoid shading them heavier than copy.

Copy 158. Raise the pen after making first part. You can also raise it, if you wish, just as you finish each letter. Make oval small for starting last part at top. Don't write the small letter too large.

Copy 159. Finish each letter before raising the pen for this style. This is a difficult style for beginners at first. Watch parallel lines and use a free movement.

Copy 160. Work on the "L" in combination until you can make it the way it appears in copy. Then add the "P." Work on these two letters until you can get them both before you; add the "S." This is the secret in learning to make combination well. No one will get them just right the first time. You must study and watch the parallel lines closely; also that the letters balance nicely in shaded strokes, and that you get as uniform spacing between shaded strokes as possible. Don't scatter your practice by working on too many combinations at first. Stick to one until you have thoroughly learned the combination and that you can make it quite well. Better spend one hour in learning and doing one well, than to try a dozen without mastering any of them.

Copy 161. We have shaded two strokes in each letter. Notice how and where they are shaded. Make all ovals nice and round and use a good free movement. Do not use any finger movement in making the shaded strokes. A common fault with beginners at first.

Copy 162. If you wish to get your small letters well look closely after your spacing and slant. Fine smooth hair lines.

Copy 163. Make the three stems. Then start with letter at right and swing back to left in making the last part of the letters.

Copy 164. Raise the pen on first part of each letter. Notice how the loop laps on top part of letter.

Copy 165. Follow instructions given for Copy 160 in all combination work. See how near you can keep them the same in height and slant.

Copy 166. Have the little loop lap around the stem in all the different styles.

Copy 167. Just one line for the sentence. Just fast enough on the small letter to insure smooth, fine hair lines.

Copy 168. Notice how large oval laps around small oval.

Copy 169. Study these exercises carefully and critically before you attempt to make them. Then strike out with a good free movement.

Copy 170. Former instructions for combinations is all that is necessary.

166



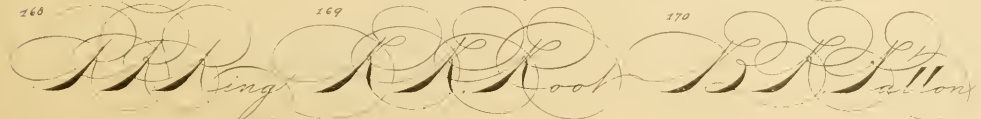
167



168

169

170



The Way Our Friends Sign Their Letters.

C. S. Rogers

C. E. Baldwin

J. E. Bowman

C. F. Nesse

W. A. Ripley

E. L. Miller

C. D. Clarkson

F. J. Lynch

H. G. Burtner

H. W. Darr

M. L. Miner

G. L. Caskey

E. S. Walker

C. E. Birch

C. S. Rogers,
Columbus, Ohio.

C. F. Nesse,
Chico, Calif.

C. D. Clarkson,
Philadelphia, Pa.

H. W. Darr,
Rockford, Ill.

E. S. Walker,
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H. G. Burtner,
Allegheny, Pa.

G. L. Caskey,
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C. E. Baldwin,
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W. A. Ripley,
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Gillott's Double Elastic E. F. No. 604 Pen—A medium fine pen. 1 gross, 75c.; ¼ gross, 25c.; 1 dozen, 10c.

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COURAGE.

"Better, like a bold Hector on the field to die.
Than a perfumed Paris, turn and fly."

Courage is the stuff that makes men. "The coward dies many times; the brave, but once."

Courage is not brag and bluster and bluff—it is the essence of a high and lofty character. It is of two kinds, physical and moral. War has characterized, so far, the struggle of the human race, but, as we progress, physical strife is succeeded by mental conflict. Though the form of fighting has changed, the combat is none the less severe.

With full appreciation for the heroism of the man who shoulders the musket, leaves home and all, to protect his nation's honor, and to preserve its life, it is true that there is many a conflict in a man's life where vastly more courage and grit are required. It is, after all, comparatively easy, amid the glare of arms and the call of bugles, to enlist and go to war. While, on the other hand, in the quiet place, in the chamber of one's own soul, with none but himself and God as witness, to resolve to take that course of action which is dictated by one's higher self, and to persist through scorn and distrust and hardship, year in and year out, supported by an invincible purpose and an unflinching faith, is the supreme test of character.

The Spartans were not more extreme in the training of their youth to the hardships of life, than are many weak-hearted, indulgent parents of to-day, who seek to make life as comfortable as possible for their sons, to rob it of all its thorns, and leave only the roses and the perfume.

Iron is usually prescribed as a Spring tonic, but, in a higher sense, it must always form a strong element of the blood of the brave, courageous and useful man. The life of toil, of struggle, of devotion to duty, of lofty ideals, along with a rational optimism, is a satisfactory one. Man-timber cannot be grown in the hot house of polite society and over-indulgent parents.

As young people, we must realize that we have launched our barks upon the tumultuous sea of life, stretching to the very shores of eternity, and we must cast off the shore lines, learn the ways of the sea, and put out fearlessly and courageously, resolved not to strike our colors, but to conquer the wild waves, or perish with our ship.

The only men who have won our admiration in history have been men of courage—men with a will; Columbus, Napoleon, Washington and a host of others. The low, unambitious, grovelling, compromising, ease-loving, hesitating men and women have no place in this life, save as a signal to warn the mariners from these reefs and rocks of failure and despair.

One does not have to live very long to realize that courage is as indispensable to a really successful and happy life as temper is to the steel. Sickness and death, business reverses, bitter disappointment, infidelity of friends, and a thousand and one other calamities cross the journey of life—

they cannot be avoided. The weapon with which to meet them is intelligence, faith and *courage*.

But let the iron will of a Bismarck be softened with sweetness, gentleness and large-heartedness. Courage, yes, but good-hearted, fellow-loving, just, hopeful—not that born of despair, but rooted in faith.

With the dawn of each new day, let there well up in our hearts to

"Do noble things,

Not dream them all day long,

And so make life, death and the vast forever,

One grand, sweet song."

NO CHANCES FOR THESE.

(O. S. Marsden in February Success.)

There will be no chances this year for:

The idler.

The leaner.

The coward.

The wobbler.

The ignorant.

The weakling.

The smatterer.

The indifferent.

The unprepared.

The educated fool.

The impractical theorist.

Those who watch the clock.

The slipshod and the careless.

The young man who lacks backbone.

The person who is afraid of obstacles.

The man who has no iron in his blood.

The person who tries to save on foundations.

The boy who slips rotten hours into his schooling.

The man who is always running to catch up with his business.

The man who can do a little of everything and not much of anything.

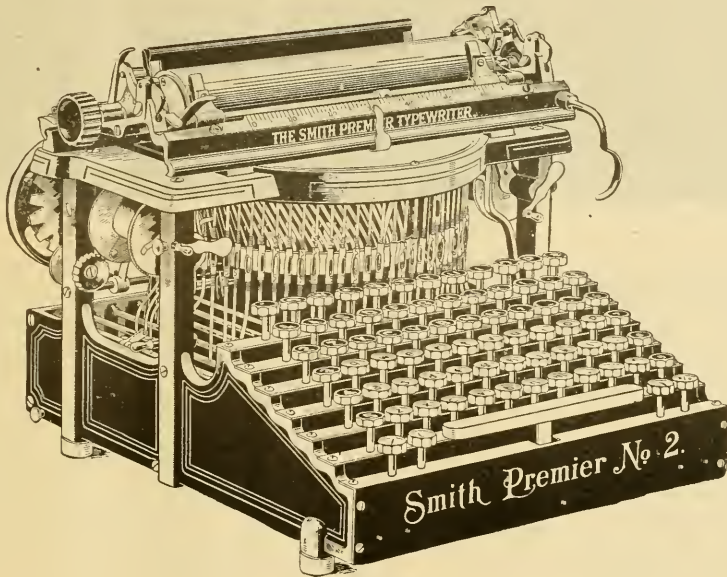
The man who wants to succeed, but who is not willing to pay the price.

The one who tries to pick only the flowers out of his occupation, avoiding the thorns.

EVERY DAY IS SUNDAY.

Few people know that other days of the week than the first are being observed as Sunday by some nation or other. The Greeks observe Monday; the Persians, Tuesday; the Assyrians, Wednesday; the Egyptians, Thursday; the Turks, Friday; the Jews, Saturday, and the Christians, Sunday. Thus a perpetual Sabbath is being celebrated on earth.—From Success Magazine.

There must be some advantage

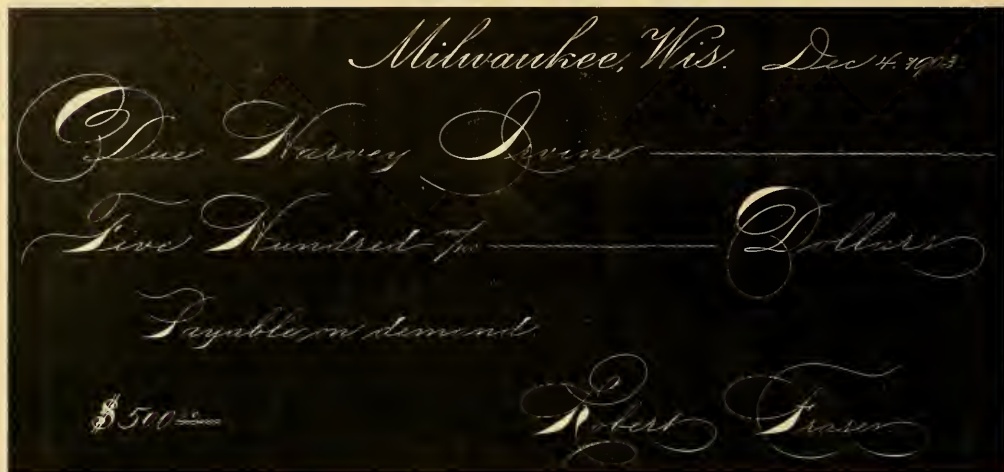


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IN THE CASTING OF BELLS.

THE tale is told of how in ancient times, in China-land, there lived a man whose business it was to cast great bells, and such was his skill that his fame had spread even to the remotest parts of the empire. At last the Emperor heard of his clear-toned bells, the like of which other men tried in vain to produce, and this man was commanded to make a bell for the Imperial palace. It was a proud moment for him, and he set about to prepare for the culminating event of his life. The finest materials in the country were collected together, and with infinite care the fires were built, the metal reduced to a liquid condition and then cast into the desired shape.

At last it was done, and the bell-maker and all his workmen gathered about to hear the first note from this most perfect of all bells. But instead of the sweet tone expected the tongue smote harshly against the brazen sides, and the maker covered his ears with his hands to shut out the sound. All must be done again, and, if such a thing were possible, more care was taken this time than had been given to the previous bell; but when, after many weeks, the great ball of iron swung against its rim the sound produced was even more harsh than it had been before. Almost beside himself with mortification, the bell-maker made a third attempt, and for the third time failure crowned his labors. The Emperor was much annoyed at the delay, and demanded an explanation. He could not understand how, after countless successes, this man could fail three consecutive times, and the Imperial edict went forth that another bell should be cast, and that, upon pain of death, this unfortunate man should produce a bell which should peal forth as bell had never before been made to do.

With many prayers and offerings to the gods, he and all his family made ready for the last casting, and at length the molten metal was in the great pot and the workmen prepared for the final act. But on the night preceding the momentous event the daughter of this bell-maker had had a dream, and in that vision one had come to her, bringing

the message that this casting, too, should prove a failure unless human flesh and blood entered into the composition of the Emperor's bell. She instantly resolved to sacrifice herself that her father's reputation might not be lost and that the family might not be forever disgraced by the wrath of the nation's ruler. So, just as the workmen were turning the fiery liquid into the mould, she climbed upon the scaffolding, and before she could be prevented had become a part of the glowing mass. It was too late to stop the work, and the casting process proceeded. For the fourth time, while the distracted father muttered imprecations against both his ruler and his gods, the giant bell was swung into its frame and slowly moved from left to right. When the clapper touched the rim there pealed forth so sweet a sound that the workmen and soldiers alike were stricken speechless with astonishment.

When the Emperor heard the report he was so pleased that he made the bell-maker his favorite Minister, and for hundreds of years the ruler of the empire was called to prayers by the tones of this fatal bell.

He who would moralize might find in this the theme for a sermon to young men. There are, in all parts of the world, men who want to achieve something in the world, but time after time they fail. They do all the work that is expected of them; they follow instructions to the minutest detail; but when at last their bell is cast there rings out upon the atmosphere only the harsh tones of failure. There is nothing the matter with the materials they use. From the first moment until the last they use nothing but the most perfect tools. Their education is the best that can be secured; their surroundings are ideal; the sunlight falls upon the work at the proper angle, but when the final results are presented to the world there hangs upon it the fatal label, "Failure." And for this there is some reason. They have worked as time-servers, and have not put into their labors their very life. A work that is not worthy of the best there is in us is not entitled to our attention; but when we have decided upon the course we will pursue, we must make the achievement of a definite aim the matter of supreme moment in our lives.

Editor's Calendar.

PEIRCE SCHOOL SHORTHAND DRILL BOOK, BENN PITMAN SYSTEM. Compiled by F. R. Heath, Peirce School, Philadelphia, Pa., 1905.

The title of this book is well in keeping with the nature of its contents. It is not intended as an exponent of the principles of the Benn Pitman System, the intention of the author and publishers being to provide a thorough drill—which really means constant and systematic practice—upon the word signs, contractions, common words and phrases which constitute the language of commerce. The volume is bound in limp leather, round corners and gilt edges. 170 pages. The exercises are preceded by a chapter, each on the following subjects: Rules for Writing the Past Tenses of Regular Verbs; Contracted Prefixes and Contracted Suffixes. About one-third of the pages are handsomely engraved shorthand notes reproduced from pen and ink copy. In the hand of the Benn Pitman teacher, this book will prove a mine of usefulness and help to the aspiring shorthand amanuensis and reporter.

THE WORLD'S COMMERCIAL PRODUCTS, with Equivalents in French, German and Spanish. London: Sir Isaac Pitman & Sons, Ltd., 1, Amen Corner, E. C., and at Bath and New York.

This volume was perused with a great deal of pleasure and profit. In the 163 pages (12mo., 2 columns to the page) there has been compressed about as much useful information on this subject as could be found in the longest search. The object of the work is to give a list of the chief commercial products and manufactures of the world, together with a short description of each of them and the names of the countries or districts from which they are obtained. The volume will prove a very convenient work in the hands of the teacher of commercial subjects. He will find here in one book what can ordinarily be found by consulting a large number of volumes and encyclopedias. The German, French and Spanish equivalents are certainly valuable additions.

MILES' PITMANIC SHORTHAND "PLAIN AS PRINT." By C. C. Miles, Proprietor, Miles College. First Edition. Published by the Author at the Lakeside Building, Chicago, Ill.

There have been many attempts to produce a connected vowel method of writing shorthand, based upon the Pitmanic system, and this, the latest, seems to have been possibly a little more satisfactory than any of the others. The first purpose of the book has been to secure this result. The long sound of I is represented by a large circle; the sounds of A are represented by a smaller circle, and the short sounds of I and the long sound of E are represented by a very small circle. Other vowel sounds are represented in a manner as ingenious. Some important changes have been made in the regular Pitmanic alphabet—for instance, the vertical strokes for T and D have been changed to slanting ones, corresponding to the chay and jay. The system was practically and thoroughly tried by the author before its publication, and the work may be considered the result of much experiment. The notes are reproduced from pen and ink drawings. The volume consists of nearly 100 pages, 12mo., substantially bound in blue cloth with gilt letters.

PROCEEDINGS OF THE FIFTH ANNUAL MEETING OF THE PENNSYLVANIA SHORTHAND REPORTERS' ASSOCIATION HELD AT PHILADELPHIA, PA., ON THE 20TH AND 21ST DAYS OF JULY, 1904. The Bradford Star Print, Towanda, Pa.

The fifth annual meeting of the Pennsylvania Shorthand Reporters' Association held in the City of Philadelphia last

July, was a very successful one, judging from the published report which has just reached our desk. There are 155 pages of matter of the greatest interest to shorthand reporters. The President's address, by Arthur Head, was a masterly reproduction. We advise all interested in shorthand to procure a copy of this report.

THE DICTATOR: A COLLECTION OF GRADED DICTATION EXERCISES FOR THE USE OF TEACHERS AND STUDENTS OF SHORTHAND, COUNTED AND ARRANGED IN SUCH A MANNER AS TO ESTABLISH A STANDARD FOR DETERMINING SHORTHAND SPEED. By Mina Ward. Revised and Enlarged Edition. Cincinnati: The Phonographic Institute Company, 1904.

This revised and enlarged edition of a very useful book will be welcomed by the teachers of all systems of shorthand. Printed in ordinary type, it presents 240 pages (12mo.) of well-graded subject matter on one hundred and thirty-nine different topics. The publishers of this book brought out the first edition in 1899. It met with a hearty demand, and this edition will no doubt prove to be more popular. The subject matter is counted and marked off in groups of ten words each. This facilitates speed dictation, one being enabled to graduate his speed according to the capacity of the writer. A unique feature of the work is that the average number of syllables in each word is given. By this method the relative difficulty of different articles may be determined. One hundred words per minute on monosyllabic matter is entirely different from one hundred words on matter averaging two syllables each. We commend this book to all who feel the need of well selected and well arranged dictation material.

THE STENOGRAPHIC WORD LIST FOR LESSONS BASED ON THE ISAAC PITMAN SYSTEM OF PHONIC SHORTHAND. By Sarah F. Bucklelew and Margaret W. Lewis, of Public School No. 49, Borough of Manhattan, City of New York. Isaac Pitman & Sons, The Phonographic Department, 31 Union Square, New York.

The authors of this useful volume are teachers engaged in public school work in New York. The plan has been to combine phonography and the teaching of phonics. It has proved to be a very simple matter, as those who are familiar with phonography may readily imagine. Words are spelled according to the common method and then are spelled phonographically, and in addition the shorthand outline properly vocalized is given. As an illustration, the word "sieve" is first given, then "siv" and together with these the shorthand outline—circle "s," third place light dot and "v." We can imagine of no better way by which the practical teaching of phonography could be correlated with the teaching of phonics. As phonography has been introduced in the grammar schools, a book of this character is almost indispensable.

MANUAL OF MEDIAL WRITING. Designed to accompany the Medial Series of Writing Books, by Horace W. Shaylor and George H. Shattuck. Ginn & Co., Boston, New York, Chicago, London.

In this little paper covered volume of about forty pages there is to be found a vast amount of useful material for the teacher who would know how to teach "Medial Writing." It is especially designed for the use of teachers of the copy books published by Ginn & Co. The claim is made that as penmanship is essentially an imitative art, it is absolutely necessary that a careful selection of copies should be supplied to the pupil. Having first a good copy, the next desideratum is a result-producing method. The matter to be found in this pamphlet should be helpful and interesting to



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BUSINESS

In care Penman's Art Journal.

THE INTERSTATE TEACHERS' AGENCY

NEW ORLEANS, LA. 614 CANAL ST.

Good teachers of Commercial branches needed for positions in the South and Southwest. We could not supply the demand, the past season. Calls are coming in now. Send for circulars and registration forms.

TEACHERS WANTED—We need so competent commercial teachers to fill the vacancies we have at present. This list is growing every day. Enroll with us at once. Free registration during month of April if you mention this paper. If you desire to purchase a school or sell a school, write us; we can assist you.

BUCKEYE TEACHERS' BUREAU,
Greenfield, Ohio.

A TYPICAL TELEGRAM.

"We want immediately first-class man principal, Pitman shorthand. Wire our expense."—(From a first-class private school in the Middle West.) Our man got the job at \$100.

This is but one of scores of requests from public and private schools, one or more of which are coming to us daily. Some of the finest teachers in the country are now on our list. If you are an ambitious, competent commercial or shorthand teacher, let us hear from you. We can do you great good.

THE NATIONAL COMMERCIAL TEACHERS' AGENCY

A Specialty by a Specialist

E. E. GAYLORD, Manager,
11 Baker Ave., Beverly, Mass.

LET'S BE FRANK

Since the March JOURNAL came from press, I received this letter from a teacher to whom I had written upon the advice of a long-time friend, J. F. Fish, Northwestern Business College, Chicago:

"I have never registered in a Teachers' Agency for the reason that I always thought that I could act as my own agent at less expense than to register in an agency, and thereby save commission. I do not care to give a man my first month's wages to get me a job. With no offense to you (for I thank you heartily for your letter), *I have always thought that the Agency was a scheme between the School and the Agency to get a man's services free for one month—and sometimes longer.*

(Signed) JOHN L. PIBURN, Pe. B., M. Accts.,

March 2, 1905.

Malvern, Iowa.

NOW that is what I call a frank, manly letter. Mr. Piburn will not register with us because he suspects that there is some sort of conspiracy between us and commercial school proprietors to deprive him of a month's wages—or more. (I can't deny myself the pleasure of saying that Mr. Piburn's impressions must have been derived from dealings with other agencies than the Union Teachers' Bureau. *Ask him.*)

BUT—may not Mr. Piburn be mistaken? *All that we guess may be wrong.* My idea of the proper function of a Teachers' Agency is to *fit the teacher to the position*—to place him where he can do best for himself and best for the man who buys his services. A very good teacher may be a very bad misfit.

I ASSURE MR. PIBURN that there is no sort of arrangement between the Union Teachers' Bureau and any business school that involves any sort of "graft." It is our business to keep posted-to-the-day with reference to ALL the business schools, private and public. Probably every teacher learns of a few vacancies. We learn of many. We investigate the school. We investigate the teacher. We enlarge the opportunities of both teacher and school. If any particular position offered is not worth to the teacher what he would have to pay us for its acceptance, he isn't under the slightest obligation to accept it. *How can he lose?*

AS TO TAKING A MONTH'S WAGES—that depends. Our commission ranges from a maximum of five per cent. to a minimum of three and one-half per cent., according to the method of payment. We assume that a teacher entitled to supplement his name with Pe. B., M. Accts., would not work for less than \$1,000 a year. If we secured for him a place at that figure, he could square accounts with us on the payment of \$35. He should be able to hold the place as long as he wishes, presumably with increasing salary—no further charge from us. If he should stay two years our commission would mean less than \$1.50 a month; if five years, less than 15 cents a week; if ten years, less than one cent a day. Do they last so long?

TAKE A CONCRETE INSTANCE. Some nine or ten years ago a man out in Iowa was very anxious to get a position. I investigated his case thoroughly—both the work and the man—found both GOOD. Of course the man got the place—has it now (and I surely wish there were more like him!) Our rake-off was about \$25. His earnings since wouldn't miss \$25,000 very far. *Ask L. M. Thornburgh, Superintendent of the High School Commercial Department, Paterson, N. J.*

For that matter, "ask any reputable commercial school proprietor or teacher anywhere."

We offer no "inducements"—no bait of any kind. We guarantee nothing—just DO things. We serve reputable schools—have no use for the rag-tag-and-bob-tail, either schools or teachers. We MAKE MISTAKES! But we TRY to give a square deal to both sides—more precisely speaking, to all three sides—the School, the Teacher, Us. No one need write us whose personal and professional integrity will not bear the closest scrutiny.

UNION TEACHERS' BUREAU

KNOWN FOR MANY YEARS AS THE PENMAN'S ART JOURNAL TEACHERS' BUREAU

203 Broadway, New York

Long Distance Phone 1964 Cortlandt

FRANK E. VAUGHAN, Manager

Established 1877

Incorporated 1891



WILLIAM E. GLADSTONE

Pen and Ink Portraiture by P. W. Costello.

WANTED—Three Male Teachers in prosperous school; one for bookkeeping and penmanship, one for Isaac Pitman shorthand, one for college preparatory studies. Address,

BUSINESS COLLEGE

Station S, Brooklyn Borough, New York.

FOR SALE—Superb school property. Splendid location. Great future for a Business and Normal. A snap. Address,

G. C. BRIGGS, Salisbury, Mo.

LOOKING FOR COMMERCIAL TEACHERS.

We need first-class commercial teachers. Have a large number of good openings on our books, and new places are coming to our office daily. Free registration if you mention this paper.

CONTINENTAL TEACHERS' AGENCY,

Bowling Green, Ky.

W. S. ASHBY, Manager.

ALBANY TEACHERS' AGENCY.

SUPPLIES SCHOOLS OF ALL GRADES WITH COMPETENT TEACHERS.

ASSISTS TEACHERS IN OBTAINING POSITIONS.

We have more calls for COMMERCIAL TEACHERS than we have candidates, and can certainly be of service to those who wish such positions and are qualified to do good work.

HARLAN P. FRENCH, 81 Chapel Street, Albany, N. Y.

SENO FOR ILLUSTRATED MANUAL.

**It's a
Handy
Book!**

YES! It is. The title is the Penman's Dictionary, and it's got over 3,000 words, suitably arranged for instant reference, for penmanship practice. If your class needs drills on small t's for instance, you have 48 special words embracing that feature. And how often do you want class practice on long words to develop continuous movements? Eight 2-cent stamps gets the little book. **PENMAN'S ART JOURNAL**, 203 Broadway, New York.

WANTED—Teachers of Commercial Branches. Advance Fee Not Required. Positions in High Schools and Colleges. Penmanship, Commercial Branches, also Teachers of Stenography. Salaries \$500 to \$1,500. Register early. Send for circulars.

ANNA M. THURSTON,

Manager,

378 Wabash Avenue,

Thurston Teachers' Agency. Chicago.

WANT ADS.

Classified Advertisements will be run under the above head for 5c. a word, payable in advance. Where the Advertiser uses a nom de plume, answers will be promptly forwarded.

FOR SALE—A business college in a city located not far from the center of the State of Ohio. Very little competition. A good opportunity for some one with small capital. Address, Ohio, care P. A. Journal.

PARTNER WANTED—A gentleman wishes to sell a half interest in a well-paying school. The partner should be a strong teacher and able to hustle up business. Address, Freedom, care P. A. Journal.

WANTED—A position as superintendent of the business practice department of a well-organized school. The advertiser has had a number of years' experience as a teacher and as an owner. He desires to connect himself with a school on a substantial basis. Address, Owner, care P. A. Journal.

OPPORTUNITY—There is a grand opportunity for a teacher with at least five years' experience; one who has had a college education and is not over thirty years of age; who can handle either the commercial or shorthand branches in the public schools of a large eastern city. An excellent salary is ready for the right man. Address, Public School, care P. A. Journal.

WANTED—Shorthand teacher, permanent position, salary from \$100 to \$150, according to ability and experience. Must be able to make small investment. Address M. N. H., care of P. A. Journal.

WANTED—Business College Manager; salary \$2,000 per year; only first-class men need apply. State qualifications and experience. Address B. K. H., care of P. A. Journal.

FOR SALE—Only Business School in New England City of 20,000. Large outside territory. School running on twelfth year and thoroughly advertised. Largest attendance now of any year. Ill health cause of selling. Address, "Opportunity," Penman's Art Journal, New York.

OWNERS OF BUSINESS COLLEGES

who require commercial teachers, penmen, or shorthand teachers (Isaac Pitman), should communicate with W. J. Elliott, principal of the Elliott Business College, Toronto, Ontario. We make a specialty of preparing students, who have formerly been public school teachers, for teaching in business colleges. State salary.

WANTED—A young man of good address and education, familiar with commercial education, with executive ability, who can dictate (or better still, typewrite) good business letters. Some one who either knows something about designing, engraving and printing or is willing to learn. Salary, all he's worth, and bright prospects for a man of parts. Send photo and full information to

WM. J. KINSLEY, Mgr.,
Kinsley Studio, and Kinsley Commercial Teachers' Bureau,
245 B'way, New York.


The Pratt Teachers' Agency

70 FIFTH AVENUE, NEW YORK

Recommends college and normal graduates, specialists and other teachers to colleges, public and private schools.

The Agency receives many calls from all parts of the country for commercial teachers from public and private schools and business colleges.

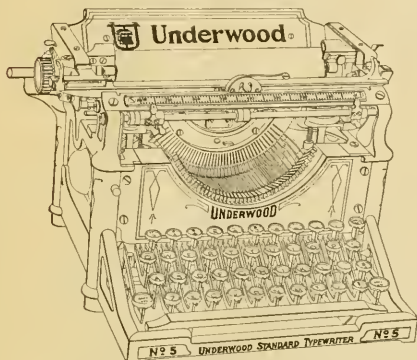
WM. O. PRATT, Manager.



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and Illuminating of Testimonials, Memorials, Coats-of-Arms, Certificates, in gold, silver and colors. All styles; framing or album; simple or elaborate. We also design and engrave for catalogs and advertisements. We are Penmanship Headquarters. Anything that's done with pen and brush. Call, write, or phone. Phone, 3330 Cort. 245 B'way, N.Y.

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It makes no difference what typewriter you now use, or have used, the machine you will eventually buy is the UNDERWOOD.

UNDERWOOD TYPEWRITER COMPANY

241 Broadway, New York City

MR. ROSS AT A PRINCELY SALARY

Brought from Topeka to New York, in six days from date of registering with the Kinsley Bureau. Here's what Mr. Ross and his employer, Mr. Miller, say about it:

From the Teacher's View Point.

I wish to thank you for the promptness with which you secured the position for me recently with the Miller School, 1133 Broadway, New York City. Within six days after registering with your Bureau I accepted this position. I consider this very good work.

I have known your manager for the past eighteen years, first, as manager of the commercial department of one of the largest normal schools in the West, and later as secretary and treasurer of the same institution. In this position he had the training of hundreds of young men and women for commercial positions, while in his later work he had the employing of teachers, not only for the commercial department, but for the whole institution.

Besides, your being centrally located in a city such as New York, gives you exceptional opportunities to keep in touch with the business colleges of the country and especial advantages in placing teachers within as reasonable a time as is consistent in arriving at the qualifications of the teachers and the requirement of the schools.

Having visited your offices in New York, I see you have up-to-date equipment and facilities for reaching the business college managers and teachers.

Again thanking you for your efforts in my behalf, I am

Fraternally yours,

W. A. ROSS.

As the School Principal Sees Us.

I wish every concern with which I do business could be as well organized as the Kinsley Commercial Teachers' Bureau.

In these days of rush it is surprising that we have so much real difficulty to do business with merchants anxious to sell their goods; but the celerity with which you got your organization at work when a vacancy occurred in my Commercial Department, and the certainty with which you chose Mr. Ross to fill that vacancy, are gratifying. You are to be commended for the business snap that seems to underlie your Bureau.

With best wishes for your success, I am

Yours truly,

CHAS. M. MILLER,
Miller School, New York.



As soon as Mr. Ross registered we called up Mr. Miller on the telephone. Mr. Miller telegraphed Mr. Ross at once, and after exchange of several other telegrams Mr. Ross was engaged as Principal of the commercial department.

We use the telephone and telegraph freely, and we don't neglect letter-writing, either. During the past year we have written 5,000 letters. We try to serve both teachers and schools in the quickest and most satisfactory manner.

FREE REGISTRATION—So confident are we that we can place every good teacher and well-prepared graduate, that we make the following offer: We will waive the \$2 registration fee and allow this to be paid with our 4 per cent. commission (one-half in 30 days, one-half in 60 days after beginning work). Don't delay. Send for blanks to-day.

KEEP YOUR LIGHTNING ROD UP—It costs nothing. By keeping registered with us you may get the opportunity of a lifetime.

THE SCHOOL EXCHANGE DEPARTMENT is maintained to sell school property and to aid in forming partnerships. Write for information about our plans and the 45 schools on our list for sale.

Make our office your headquarters when in New York. We are opposite City Hall Park and subway station. We have the largest, best located, and best equipped offices of any special bureau.

THE KINSLEY COMMERCIAL TEACHERS' BUREAU and School Exchange

WM. J. KINSLEY, Manager

245 Broadway, NEW YORK

Every Good Operator
deserves a
Remington Typewriter

Because the
Remington helps
the operator to do
GOOD WORK



PENMAN'S ART JOURNAL



H. W. SHAYLOR.

VOL. 29

NEWS EDITION

NO. 9

MAY, 1905

203 Broadway, New York

10c. A COPY

\$1.00 A YEAR

Entered at New York Post Office as second-class matter

Devoted
to
Education
Business
and
Art

A
Magazine
for the
School
Office
and
Studio



THE BLISS SYSTEM

OF ACTUAL BUSINESS
FROM THE START



IS THE GREAT
OFFICE PRACTICE SYSTEM

PUBLISHED BY F.H. BLISS, SAGINAW, MICH.

A Munson Court Reporter's Tribute to THE ISAAC PITMAN SHORTHAND

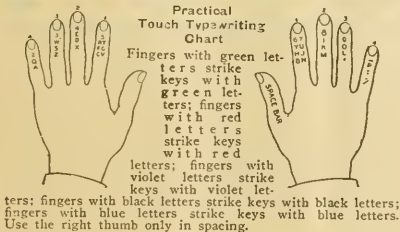
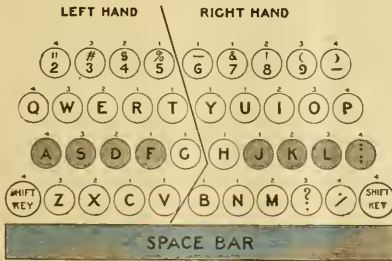
City Court of the City of New York,
February 23rd, 1905.

Messrs. Isaac Pitman & Sons,
31 Union Square, City.

Dear Sirs: Although I have been writing professionally Munson's System of Phonography for twenty-five years as a means of "keeping the wolf from the door," and while its utilization for such a long period would very naturally prejudice me in its favor, nevertheless truth compels the acknowledgment that there are other systems of shorthand extant in the land, and that a recent critical and exhaustive examination of your Complete Shorthand Instructor (20th Century Edition) has revealed to me its many excellencies of which I had heretofore but a hazy conception. Its simplicity is admirable, its legibility remarkable, its adaptability to foreign languages marvellous; and the celerity and accuracy with which some of my professional brethren write it is astonishing. As a system, its completeness certainly commands my sincere admiration.

If I had ten boys, no matter in what commercial line they embarked or what professional path they elected to tread, I should insist that each and every one of them be proficient in the art of Phonography, not only for its utility but also as an accomplishment.

Yours very truly,
(Signed) JOHN R. POTTS,
Official Stenographer.



Second Edition—Revised and Enlarged A PRACTICAL COURSE IN Touch Typewriting

BY CHAS. E. SMITH

A Scientific Method of Mastering the Keyboard by the Sense of Touch

Adopted by the New York Board of Education for the High Schools of Greater New York.

SPECIAL FEATURES

An invariable system of fingering arranged along the line of least resistance.
Gives absolute command of every key.
Charts and diagrams in five colors.
Words not arranged in the hackneyed alphabetical order.

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ISAAC PITMAN & SONS

PUBLISHERS OF

"Isaac Pitman's Shorthand Instructor," \$1.50.
20th Century Dictation and Legal Forms, 75c.

31 UNION SQUARE

NEW YORK

Pernin Universal Phonography

The Original Light Line Shorthand

NO SHADING NO POSITION CONNECTIVE VOWELS

The simplest, most legible and rapid shorthand ever invented.

A Radical Departure from Pitmanic Principles.

PERNIN PHONOGRAPHY is the corner stone which marks the era of a REVOLUTION in the art of shorthand writing. To-day every up-to-date school teaches light line shorthand. Is your school among them?

If you don't teach Pernin shorthand, write us to-day. Full descriptive matter will be mailed you on request. Ask for our booklet about Pernin Universal Phonography—a postal card will bring it.

The Best Shorthand for the School

Absolutely No Failures

THE ONLY SHORTHAND FOR THE PUPIL

AWARDED WORLD'S FAIR MEDAL AND DIPLOMAS

TEACHERS!

The DEMAND for competent PERNIN teachers far exceeds our supply. We want every teacher who can handle commercial subjects and PERNIN Shorthand to file an application with us at once for the coming Fall. Do it now. If you are a commercial teacher and can't teach PERNIN SHORTHAND, or if you teach some other system and wish to increase your earning capacity, and create a greater demand for your services, write us to-day—we have a proposition that will interest you.

Have you used PERNIN'S BUSINESS DICTATION BOOK? It is composed of Actual Dictated Business Letters. Conceded by all who have used it to be the best work of the kind published.

Sample copy to schools, 35c. postpaid.

THE H. M. PERNIN PUBLISHING CO., Detroit, Mich.



Some Successful Books



Rational Typewriting

By IDA M. CUTLER AND
RUPERT P. SORELLE

tive commercial schools than any other text-book on the subject of typewriting. Since the revised edition was published it has grown rapidly in favor with experienced and progressive teachers. A sample copy will be sent to any teacher or school officer on receipt of *fifty cents*. In ordering state what machine is used.

This book, although issued very recently, is now more extensively used by representa-

WORDS: Their Spelling, Pronunciation, Definition and Application

By RUPERT P. SORELLE
AND CHARLES W. KITT

staked our reputation on the prediction that it would have the greatest sale of any commercial speller ever published, and our prediction is rapidly being verified. A sample copy of "WORDS" will be sent on receipt of *fifteen cents*.

This little commercial speller has met with remarkable success. When we issued it we

ENGLISH: Progressive Studies

By FRANCIS EFFINGER-RAYMOND

liarily adapted to the needs of commercial schools. A sample copy will be sent on receipt of *forty cents*.

A succinct and practical presentation of English, particularly and pecu-

Punctuation Simplified

By J. CLIFFORD KENNEDY

vel of simplicity. It reduces the subject of practical punctuation to an exact science. A sample copy sent on receipt of *fifteen cents*.

This little book, written by a teacher of national reputation, is a mar-

N. B.—We also publish "Gregg Shorthand," which has been adopted by several schools.

THE GREGG PUBLISHING CO. CHICAGO

NEXT YEAR

Is Coming, and It is Time to Prepare for It.

Has your Shorthand Department been a success this year, or has it been the success it might have been?

If not, what has been the matter?

Your text-book may have been the wrong one.

Let us send you a copy of the right one. THE PHONOGRAPHIC AMANUENSIS will save Two Months to every shorthand student in your school.

Your Teacher may have been the wrong one.

Let us help you to find the right one. Write to us about it.

THE
Phonographic Institute Company,
CINCINNATI.

BENN PITMAN, PRESIDENT. JEROME B. HOWARD, MANAGER.

COURT REPORTERS

Who Write **"GRAHAM"** Outnumber

Those of any Three other Systems.

There are, approximately, 1,000 Official Court Reporters in the United States. We have the names and addresses of 939, and the name of the system of shorthand written by 887. The five systems most extensively advertised at present are represented among these 887 by the following numbers:

GRAHAM, 323; BENN PITMAN, 135; MUNSON, 102; ISAAC PITMAN, 57; GREGG, 3.

The above is a statement of facts ascertained in 1904-05. They can be verified by any one by sending to us for a free copy of a Directory of Official Court Reporters, just published.

HERE IS WHAT 147 EXPERT REPORTERS SAY:

"We, the undersigned, having had many years' experience as verbatim shorthand reporters, certify that, in our opinion, the system of shorthand best adapted to either for amanuensis work or for reporting verbatim the most rapid utterance is GRAHAM'S STANDARD PHONOGRAPHY."

We also certify that, in our opinion, GRAHAM'S HANDBOOK OF STANDARD PHONOGRAPHY presents the principles of that system more clearly and comprehensively than any other book."

The names and addresses of the signers of the above will be sent to any one requesting them.

When taught, or studied without a teacher, from the text-books of its author, "GRAHAM" is as easy to learn as any other system.

These books are published only by

ANDREW J. GRAHAM & CO.
1135 Broadway, New York.

STANDARD COMMERCIAL TEXTS

In the Popular Williams & Rogers Series

GANO'S COMMERCIAL LAW

This book marks a distinctively forward step in the publication of commercial law texts. It is the work of a prominent lawyer and of a successful teacher, which insures the soundness of the subject matter, and the correctness of the treatment. The principles are clearly and fully stated, and are illustrated by actual cases decided by the courts.

MOORE'S NEW COMMERCIAL ARITHMETIC

The wide introduction of this book into commercial schools in all parts of the country, and its great popularity among teachers testify to its superior merits. While comprehensive in its scope, it contains no complicated or obsolete subjects. It is modern in its methods, and contains an abundance of practical drills in business problems.

Modern Illustrative Bookkeeping

THREE COURSES

Introductory Course

This is the best system of bookkeeping for business and high schools. It combines both theory and practice, and is easy to teach and easy to learn. It has been introduced into a large number of representative schools throughout the country, and is enthusiastically endorsed by leading commercial teachers, principals, and superintendents.

Advanced Course

Complete Course

AMERICAN BOOK COMPANY

Commercial Publications Department

NEW YORK

CINCINNATI

CHICAGO

NOW READY

ONE HUNDRED LESSONS IN ENGLISH

THIS, the latest addition to the Packard series of text-books, has been prepared with a special view to the requirements of commercial schools; and is intended to provide students, in the shortest possible time, with those essentials of practical English required in business intercourse.

Besides other important matters, it covers in a manner not heretofore presented, the subjects of spelling, punctuation, and English syntax, and affords a course in letter-writing, not only in conformity with the best usage of the present day, but remarkable for its simplicity, uniformity, and definiteness.

A unique feature of the book, and one especially valuable to commercial and shorthand schools, where new students are constantly entering, is the peculiar arrangement of the matter, by which a student may begin at any point, proceed to the end of the book, return to Lesson I, and stop at the point of beginning, without any sacrifice whatever.

The book contains 416 pages, beautifully printed on good paper, and is handsomely and substantially bound in cloth.

A sample copy of One Hundred Lessons in English will be mailed to any teacher or school officer, for examination, on receipt of fifty cents.

Correspondence invited.

S. S. PACKARD, Publisher

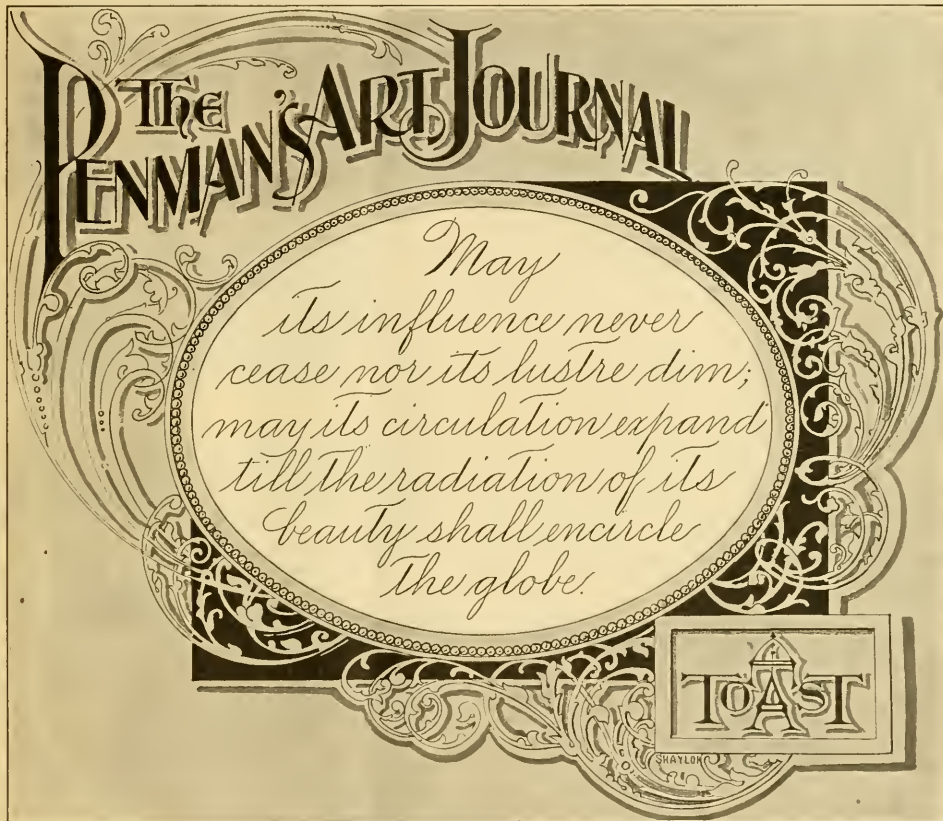
101 East 23d Street, New York

THE PENMAN'S ART JOURNAL.

TWENTY-NINTH YEAR.

MAY, 1905

D. T. AMES, FOUNDER AND CONTRIBUTOR



A Toast. By H. W. Shaylor, Portland, Me.

H. W. SHAYLOR.

OUR JUNE NUMBER.

BORN sixty years ago, at Ashtabula, Ohio; a pupil of Platt R. Spencer, Sr., at the age of thirteen; a well-known teacher of the art before he was twenty-one, and for forty years actively engaged in the work in one city—this, in brief, indicates the epochs in the career of H. W. Shaylor, of Portland, Me. For the past quarter of a century his name has been connected, either as author or joint-author, with the publication of several series of copy books. He is esteemed at home and abroad not only for his artistic skill but for his learning, culture and strong personality. The several specimens of his work herewith appearing, which we have photo-engraved from the originals, will delight all our readers.

The next issue of the JOURNAL will be our Annual Public School Number. We shall publish a great deal of interesting matter concerning the teaching of writing in the public schools of this country. A very large edition will be printed, as the demand for extra copies on the part of city superintendents and supervisors has been strong. Our advertising forms will close on May 6th.

ANNUAL MEETING OF THE E. C. T. A.

While this issue of the JOURNAL is being mailed, the Eastern teachers are gathered in convention. Our next number will contain a full report of the meeting, giving just such matter as will most interest the absentee.

The Penman's Art Journal

PUBLISHED BY
THE NATIONAL PENMANSHIP PRESS
203 BROADWAY, NEW YORK.
HORACE G. HEALEY, Editor.

TWO EDITIONS.

THE JOURNAL is published monthly in two editions.

THE PENMAN'S ART JOURNAL, 32 pages, subscription price 60 cents a year, 6 cents a number.

THE PENMAN'S ART JOURNAL, News Edition. This is the regular edition with 2 special supplement devoted to News, Miscellany and some special public school features. Subscription price, \$1 a year; 10 cents a number.

All advertisements appear in both editions; also all instruction features.

CLUBBING RATES.

Regular Edition.—60 cents a year. Two or three subs., sent at one time, 50 cents each. Clubs of from three to nine, 45 cents each. Larger clubs, 40 cents each.

News Edition.—\$1 a year. Two subs., \$1.50. Three to six subs., 66 2-3 cents each. Larger clubs, 60 cents each.

After having sent in enough subscriptions to entitle the club sender to the minimum rate as specified above, additional subscriptions in any number will be accepted at the same rate throughout the school year.

Clubbing subs., in Boroughs of Manhattan and Bronx, N. Y., 15 cents a year extra, to pay for additional cost of delivery.

ADVERTISING RATES.

\$3.00 an inch. Special rate on "Want" ads., as explained on those pages. No general ad. taken for less than \$2.00.

CHANGE OF ADDRESS.

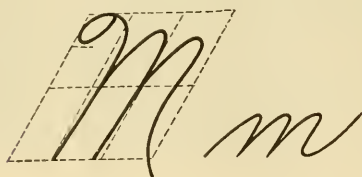
Subscribers wishing to have their magazine sent to a new address should notify us promptly, giving the old address and specifying the edition, whether News or Regular. Notices must be received in advance, that all copies may be received.

Copyright, 1904, by The National Penmanship Press.

THE HISTORY OF WRITING.

In the News Edition of this issue appears a four-page review of Dr. Williams' History of Writing, by Lyman P. Spencer. This mammoth publication is exciting widespread interest, and it has been with the thought that our readers would know more of the work, that we have arranged for Mr. Spencer's article.

THE OVAL-RHOMBOIDAL METHOD.



The above letters are samples of those found in the Oval-Rhomboidal method, which is being used by many of the most prominent teachers of penmanship as an aid in presenting the forms of letters. The form is as simple as it can well be made, and may be used as a basis on which to graft any appendages or changes.

We have received many words of praise by teachers who are using the Oval-Rhomboidal method in their class work. The following is an extract from a recent letter written by I. L. Calvert, Newark, N. J., who handles daily large classes in penmanship: "I have been using the Oval-Rhomboidal method of teaching the capital letters for some months, and find it a great aid to both teacher and student."

Thirteen two-cent stamps will bring you the method.

Orders should be directed to PENMAN'S ART JOURNAL, 203 Broadway, New York.

NATIONAL ASSOCIATION OF ISAAC PITMAN SHORTHAND TEACHERS AND WRITERS.

The annual meeting of this association was held at the Miller School, New York City, on Saturday, April 8. Reports of officers and committees showed that the association had progressed satisfactorily during the first year of its existence, in spite of the difficulties a new organization is bound to encounter. Regular meetings for the discussion of the theory and teaching of the system were held twice monthly throughout the entire year. The association has a membership of 93, of whom 91 are active senior members, and a satisfactory cash balance in the treasury. Seventeen qualified for the association's third grade certificate after examination, and examinations for the second and third grades will be held in due course.

The examining committee announced that Isaac Pitman & Sons were prepared to recognize the Association's second grade certificate as equivalent, under certain conditions, to the Isaac Pitman & Sons shorthand teachers' certificate.

The following officers were elected for the ensuing year:

President, D. W. Walton, 46 Sidney place, Brooklyn.

First Vice-President, D. J. George, 450 Lenox avenue, New York.

Second Vice-President, Miss Ida M. Catren, Girls' Technical High School, New York.

Third Vice-President, Miss Jennie L. Fox, 364 West One Hundred and Twenty-seventh street, New York.

Secretary, Arthur Sennet, 148 East Eighty-ninth street, New York.

Corresponding Secretary, R. A. Kells, 143 West One Hundred and Twenty-fifth street, New York.

Treasurer, Geo. K. Hinds, 146 Grand street, New York.

Dean, Chas. E. Smith, 98 Wilson street, Brooklyn, N. Y.

Executive Committee: H. W. Hammond, Wood's School, Newark, N. J.; Geo. B. Wolf, 3030 Third avenue, New York; J. J. D'Arcy, 524 Broadway, New York.

The new president reappointed the old examining committee, viz.: C. M. Miller, A. Rosenblum, and C. E. Smith, for the purpose of conducting the April examination, the president himself being an *ex officio* member of the committee.

A Notch Higher.

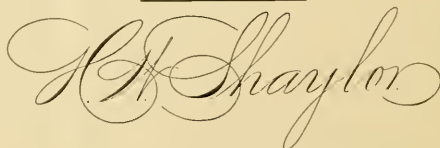
"We believe that your journal has gone a notch higher than ever before and congratulate you on your success."—G. H. Gilbert, Taunton (Mass.) Business College.

Recommending the Journal.

"I have received several copies of THE JOURNAL and took pains to place them in the hands of students, recommending the paper to them as highly as I could."—S. L. Romine, Wellington, Kans.

Appreciation.

"We have enjoyed in our day classes the lessons given in THE JOURNAL. We appreciate your efforts to give us a good paper, and trust that you may be as successful the coming years as you have been this year."—A. J. Park, Woonsocket, (R. I.) Business University.

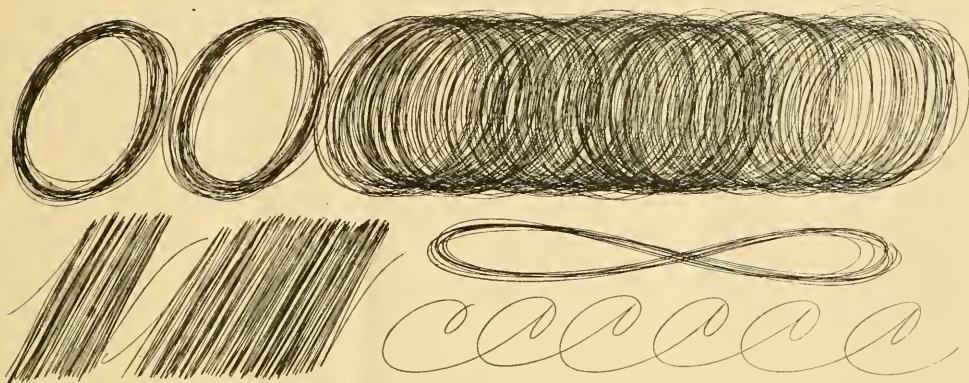


Mr. Shaylor's Professional Signature.

Rapid Business Writing for Beginning Pupils.

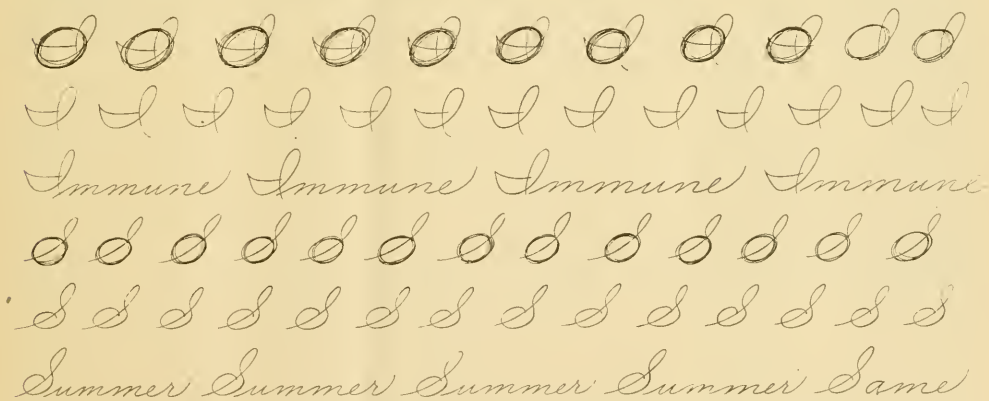
By L. E. STACY.

Salem Commercial School, Salem, Mass.



At this time of the year large movement exercises will be found beneficial to the advanced students as well as the beginners. Oftentimes the student has a fairly good command of the muscular movement, but lacks reserve power and force, and these large drills will develop the movement to the full extent. Practice both the single and continuous ovals, as well as the straight line exercise, making them as large as you possibly can, and at the same time observe correct position and manner of holding the pen.

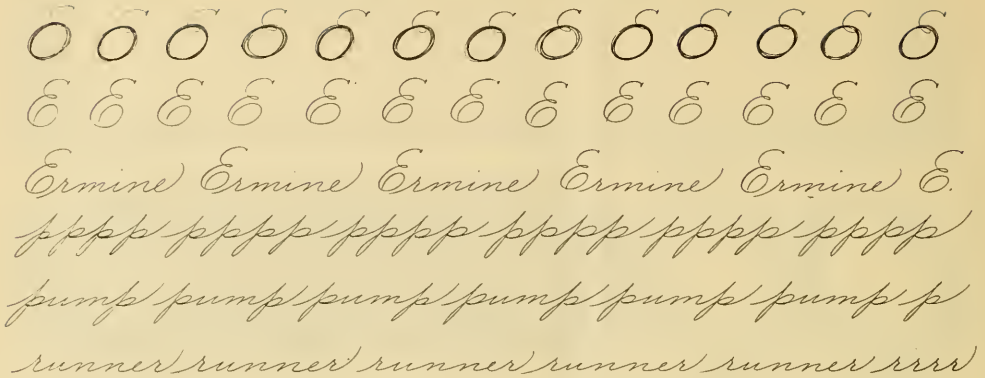
The capital "C" exercise is a good movement producer and you will derive considerable benefit from systematic practice on this drill.



The capital "I" is usually one of the easy letters, and most students have very little difficulty in making it well. Practice the first line carefully before attempting the letter and you will get the correct motion. In writing the word try to keep your letters evenly spaced and perfectly legible in every respect.

Capital "S" is a difficult letter, as the tendency is to give it entirely too much slant. Study the different copies and see if you can overcome any disposition you may have to make this letter illegible. "S" should resemble the print letter as nearly as possible, and if you are careful in this particular, you will have no trouble.

In the word "summer," watch the final "r," as most students do not make a good small "r"; it is one of the conspicuous letters of the alphabet, and especial attention should be given to getting the correct form.

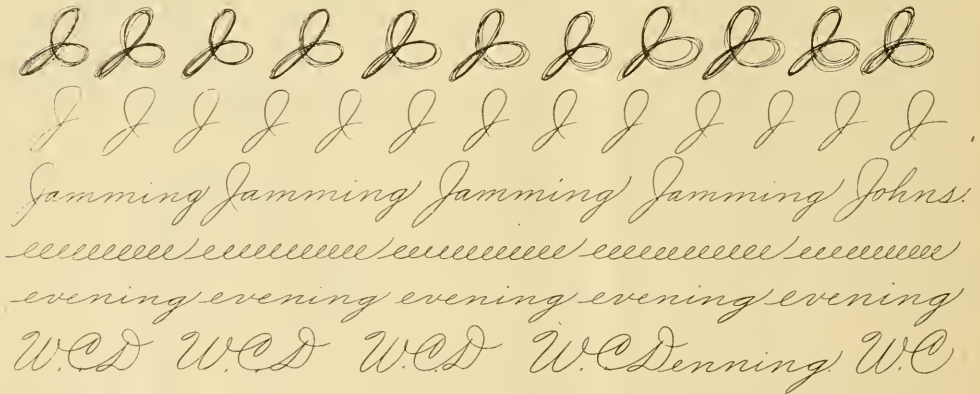


Capital "E" is not a difficult letter if you pay careful attention to the form. As in the other letters, you must be careful that it does not slant too much and watch the finishing oval.

Study and practice the word "Ermine" until your work will look as well as the copy.

The small letter "p" makes a good movement exercise and will deserve your attention. Make them quite rapidly, trying to keep the lower loops the same length and width; watch the top of the letter also.

In the last line of this plate, the word "runner" is written somewhat smaller than the previous copies and will give you an idea of the size your work should be if you wish to work on books or records of any kind. The usual trouble with muscular movement writers is their inability to control the movement sufficiently to produce finished writing in a small space. Study the entire plate carefully, and make several pages of each line before you leave the copy.



The first line will prepare you for the capital "J" and furnish a good movement exercise. Work at the exercise until you are able to make them easily. The capital "J" will need considerable practice, and you should devote enough time to it to get it thoroughly under control. Try to keep the back of the letter as straight as you can possibly keep it, and at the same time keep a regular rolling motion.

The next three lines should be gone over carefully and several pages of each gotten out before you leave them. In the last line you have some combination work which is desirable for students who are more advanced, and also for beginners who have acquired a good control of the movement.

The longer you practice penmanship the more important you will find the careful study of the different forms of the letters. Never allow yourself to do careless, irregular practice, but do your best work at all times, and it is only a question of a few months until you will become a finished business writer.

STUDENTS' SPECIMENS.

IN our last issue we called attention to the splendid business writing sent to this office by L. E. Stacy, of the Salem, Mass., Commercial School. This month we acknowledge receipt of a bundle of business figures that are first-class from first to last. There is a business swing to every figure, that stamps it as the real article. We cannot in justice make any selection, because they are all of the highest quality.

E. H. Bean, of the Central Business College, Denver, Colo., is another teacher who inculcates in the minds and arms of his pupils habits of correct business writing. A large bundle of class work comes from this school, and we find that he is teaching the style of writing THE JOURNAL advocates.

S. C. Bedinger, of the California Business College, San Francisco, Calif., sends the work of one of his pupils, a lady writer, that has truly the professional stamp. Mr. Bedinger is a painstaking instructor, and the beautiful specimen we have received bears the imprint of the master teacher.

We are in receipt of a bundle of thirteen specimens of movement work from C. E. Baldwin, Draughton's Business College, Ft. Scott, Kan. Mr. Baldwin is offering a prize for the best work, and the editor of the JOURNAL was asked to be the judge. The work has been looked over carefully, and we were undecided between the work of Anna McKinley and Guilard Mille, finally awarding the prize to Anna McKinley. This is the best lot of movement work we have seen for some time, and Mr. Baldwin is to be congratulated.

Worthy of more than passing mention is the roll of specimens received from J. F. Fish, of the Northwestern Business College, Chicago, Ill., taken from the regular class work of pupils under Mr. Lesley. It is not the task of a day to take the pupil as he comes from the public school and make of him a good business writer, but that Mr. Lesley is bringing them surely toward the desired point is amply proven by the grade of work his pupils are now doing.

Appreciating the absolute importance of home practice by pupils in writing, the Mount Royal Business College, of Montreal, has adopted the practice of giving, each month, a cash prize to the pupil whose work shows him to be most deserving of it. While there is a prize won by any person who acquires a good business hand, the cash prize offered should be the means of producing excellent results in the Mount Royal School.

The Lancaster (Pa.) Business College, under the efficient management of J. M. & W. J. Wade, has always made business writing a leading feature of its work. Supplementing class drills by a judicious use of the JOURNAL, the teachers of writing have always been able to produce the best possible results. During the present school year A. T. Scovill has been in charge of the classes and the pupils' work is fully up to the standard. The large bundle of movement drills and letter exercises that has reached this office represents excellent work.

E. C. Watkins, of the Dakota Business College, Fargo, N. D., continues to add to his excellent reputation as a successful teacher of writing. His pupils not only learn to write well, but they imbibe habits of system and order as is shown by the arrangement and classification of the specimens they sent to our office. We are just in receipt of a large package of most excellent work. It would be quite impossible for a selection to be made as to the best writer unless one were

to include the entire group under this head. Mr. Watkins is an earnest believer in the use of the Certificate as an incentive and a reward for the best work done, and large numbers of his pupils receive this tangible evidence of the JOURNAL's endorsement of their work.

This office has been in receipt at different times of many specimens submitted to us by the classes of C. E. Ball, of the Mankato (Minn.) Commercial College, and constant improvement in the results is very noticeable. Mr. Ball's methods are of the very best, and the result is a vigorous forearm movement style of writing that is worth one hundred cents on the dollar in the business world. Of the specimens sent us, it is almost impossible to pick out any that are better than the rest; but we wish to especially commend the writing of H. O. Frazier and A. A. Manderfeld.

In this issue appears an article by P. H. Landers, instructor in business writing in the Packard School, New York, and as a sort of proof that the methods employed by Mr. Landers produce the best possible results, he has sent to this office a large bundle of specimens on which we must place our *At* stamp. Mr. Landers has had a number of years of successful experience as an earnest advocate of free, forearm, muscular writing and he imbues his pupils with the enthusiasm and earnestness which go a long way toward bringing about satisfactory penmanship conditions. The movement drills, capital letters and signature writing are very excellent. In the Packard School much attention is paid to proper spacing, and Mr. Landers is the right man to properly emphasize this point.

The Detroit (Mich.) Business University, with W. F. Jewell and P. R. Spencer at the head, cannot by any stretch of the imagination be thought of as making business writing subordinate to any other subject taught in their splendid school, and A. F. Tull is certainly the man to uphold the banner of good writing in such an institution. We have received a number of most excellent specimens from Mr. Tull, but of the last lot sent we must endorse most heartily the work of Miss Cora E. Lake. This lady is certainly one of the best business writers in the country to-day, and we wish to compliment her on the work and at the same time to congratulate her teacher on his influence in the matter.

Whenever we open a package of specimens, whether figures, movement drills, or letter writing, with the stamp of the Rhode Island Commercial School upon them, we expect to see the best. R. A. Spellman, the efficient teacher of writing in this school, with his many years of experience, has succeeded in eliminating all the superfluities and gets down to bed-rock at every recitation. The last bundle of business figures received strikes high-water mark. It is absolutely impossible to make any selection as to the best writers. Every page is perfect.

It has been a great pleasure this month to look over the beautiful specimens of work that have come into our office. From the foregoing, the reader will note that many of the best schools in the country have contributed to the supply of good work. The school year is gradually drawing to a close, and we naturally look for satisfactory work as the result of improved methods of teaching. We believe we are safe in saying that the work now done in business writing, as well as in other branches of education, is far in advance of that ever done before. We cordially invite all who are teaching writing to send us specimens of the work done by their pupils that we may have the pleasure of inspecting the same, and, at the same time, to show the work to our many visitors.



R. L. Dickensheets.



W. C. Stephens.



F. L. Dyke.



W. E. Drake.



E. E. Evans.



E. H. Fritch.



G. F. Thacker.



W. D. McDaniels.



N. H. Wright.



W. Rasmussen.



D. C. Hyder.



C. E. Brumaghim.



F. O. Pinks.



W. K. Croutham.



J. D. Randolph.



J. C. Strassburger.



Ira Johnston.



E. S. Hewen.



S. A. D. Hahn.



W. W. Knisley.



R. L. Nickerson.



S. M. Smith.

Editor's Scrap Book.

Some handsomely written cards come to our desk from J. D. Valentine, Pittsburg, Pa. Few turn out a dasher specimen than does our friend from the "Smoky City."

T. W. Osteen favors us with a letter, Professional Style, that finds its way to our Scrap Book. Mr. Osteen is a master of the oblique holder and knows how to distribute the lights and shade with pleasing effect.

G. T. Brice, of the Spencerian Commercial School, Cleveland, Ohio, puts out as fine work in the ornamental line as one might wish to see. He is equally at home with signature and body writing. We have on hand a set of capitals that will appear in our magazine in an early issue.

Elegantly written superscriptions, Ornamental Style, have been received from the following: A. W. Kimpson, Quincy, Ill.; C. W. Ransom, Kansas City, Mo.; Mrs. W. J. Smith, Ironton, Mo.; D. L. Callison, Mankato, Minn.; Thomas W. Osteen, Asheville, N. C.; E. J. Plantier, Bellows Falls, Vt.; H. Chauncey Clark, Coatesville, Pa.; C. A. Barnett, Oberlin, Ohio; J. D. Valentine, Pittsburg, Pa.; A. D. Skeels, Temple College, Philadelphia, Pa.; H. D. Davis, St. Louis, Mo.; S. E. Leslie, Poughkeepsie, N. Y.; C. C. Stone, Utica, N. Y.; J. S. Lilly, Lile, W. Va.; F. W. Tamblin, Kansas City, Mo.; J. W. Lampman, Omaha, Neb.; E. S. Lawyer, West Union, Iowa; Verne D. Michener, Mt. Hamill, Iowa; C. A. Braniger, Parkersburg, W. Va.

Some exceptionally neat and dashy work in signatures come to our desk from C. W. Ransom. Mr. Ransom is on the up-grade and wields the pen with the very best.

A. W. Kimpson, a newcomer in our profession, knows how to turn out a very neat business letter. His work is strong and graceful.

J. K. Renshaw, Bank's Business College, Philadelphia, ranks high as a writer of the ornamental style, as is evidenced by a tastily written letter recently received.

It has not been so long ago that we were frequently in receipt of flourishes for our scrap book, but to receive one now is an event. A. J. Willard, Middletown, Va., recently favored us with a very nice specimen, and we invite our many other friends who indulge themselves in this line occasionally to follow his lead.



J. C. Shearer.



D. Stilwell.



H. W. Stone.



A. Tjarnell.



E. Toby.



Charles Topkis.



B. M. Winkleman.



O. K. Weibley.



E. S. Walker.



B. F. Wilson.



E. F. Whitmore.



Earl Tharp.



George Thomson.



F. Taylor.



J. A. Tousaw.



M. Thompson.



C. A. Wessel.



George H. Zinnel.



Court F. Wood.



M. B. Wallace.



E. L. Wiley.



J. J. Weber.

THE JOURNAL'S CERTIFICATE.

The following have received THE JOURNAL'S Penmanship Certificate since our last issue:

Salem (Mass.) Commercial School, L. E. Stacy, instructor; Howard Wright Bragdon, Cora N. Couilliard, E. C. Dugan, Carroll G. Brown, Helen A. Lynch, C. S. Taylor, Clara W. Hanson, M. Eveleen O'Brien.

Dakota Business College, Fargo, N. D., E. C. Watkins, instructor. Albert B. Haskins, Harry L. Weaver, John Crowley, Ralph W. Hall, Ernest A. Widlund, Reuben A. Krueger, Emil J. Headland, and J. Seymour Briggs.

Connecticut Business College, Middletown, Conn., L. F. Affhauser, instructor: May E. Walsh, Edith E. Ostling, A. William Olmsted and Frances O'Neil.

Y. M. C. A. Evening Institute, D. Elston, instructor: George Jacobs.

Canfield School, Owatonna, Minn., W. P. Canfield, instructor: Anna Nelson.

Shenandoah (Iowa) Commercial Institute, J. F. Griffin, instructor: John T. C. Finnell.

Elgin (Ill.) Business College, W. H. Callow, instructor: Edna G. Linke.

Philadelphia (Pa.) Business College, D. E. Waltman, instructor: Kozan Hataya.

Sadler's Business College, Baltimore, Md., C. C. Lister, instructor: August W. Diehl.



W. D. Anderson.



J. W. Welsh.



W. E. Allen.



W. M. Wagner.



G. H. Longmire.



C. A. Bliss.



D. W. Hoff.



C. C. Cring.



C. A. Barnett.



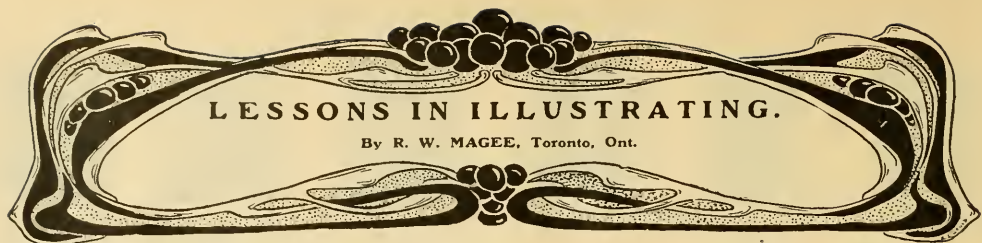
L. A. Arnold.

RESULT OF CONTESTS.

In the March number of the JOURNAL, on page 204, we offered two prizes—one for the best letter of application for a position, and the second for the best copy of a letter which appeared on that page. We are pleased to say that a large number participated in these contests, and it was with very great difficulty that we arrived at a proper conclusion in awarding the prizes.

The winner of the first prize was Miss Nettie E. Booth, a student of the Woonsocket (R. I.) Business University. Being the winner we have accordingly sent a copy of Volume 1, of the Penman's Library, to this young lady.

The winner of the second prize, for the best copy of Mr. Courtney's letter, was Miss Cora E. Lake, a pupil of the Detroit (Mich.) University. For this prize we have sent a gross of business pens.

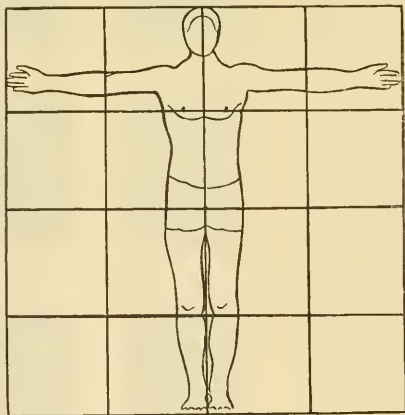


LESSONS IN ILLUSTRATING.

By R. W. MAGEE, Toronto, Ont.

THE PERFECT FIGURE.

With this lesson we begin the study of the human figure. It has frequently been said, and is generally conceded to be true, that the human figure is more difficult to correctly represent than any other object. The reason for this is quite apparent. Suppose a student were going to represent two things—the human form and a tree. Both objects are bounded by outlines. One outline may vary as much in shape and direction as the other. Why then should one present more difficulty than the other? Is it not true that there may be considerable deviation from the exact outline and form of the tree and still the drawing may quite accurately represent the tree? It may not be exact and yet may look like a tree. In the other case, however, unless each line or portion of line be perfectly accurate in form and position, the true likeness of the figure is not produced. In the one case we do not insist upon the drawing being strictly accurate, while in the other case we do. If in all representation of objects of any kind or class the same attention be paid to accurateness of line and form as is necessary in the representation of the human form, no difficulty would be experienced in the drawing of it. This however, is not true, and hence the necessity of learning to draw the human figure.



Exercise 32.

The common mode of procedure—that adopted at most art schools—is that of drawing the human form from Casts or Statues. It is evident that in drawing such forms no life or action can be introduced into them. It is true that a certain amount of such drawing is productive of good and assists the eye in grasping the general form and proportions. These lifeless forms are unmovable, and, therefore, can be practiced upon at leisure. This is not true with living figures, which are ever moving and changing position. They are full of life and action, and, therefore, the more difficult to represent.

The proper plan is to draw from real life, and this we will adopt.

Before beginning our study of the human figure as it really is, we will study the perfect or ideal figure. This will give us the proportions and measurements which were adopted by the old masters, and will enable us to more easily represent the real or natural form.

In Exercise 32 we present a diagram exhibiting the various proportions and measurements of the perfect figure. Note the following points:

1. The figure is placed within a square.
2. The length of the extended arms is equal to the total height.
3. The head is one-eighth of the total height of figure.
4. From the top of the scalp to the nipples constitutes one-quarter of the height of the body.
5. From the nipples down to the horizontal line at the centre constitutes another quarter.
6. From this point to a point just below the knee is a third quarter.
7. From this point to the sole of the foot the last quarter.
8. The forearm is one-quarter the total height.
9. The hand is one-eleventh of the height.
10. The foot (according to one authority) is equal to one-sixth of the height.
11. The width across the shoulders at the widest point is equal to the quarter of the height of the figure.
12. The greatest width of the hips is about one-fifth of the height of the figure.

Note Specially. In the woman we find somewhat different proportions and measurements. Her hips are broader than that of the man while her shoulders are narrower. Her hips are either about equal to or greater in width than her shoulders. In man, of course, this is quite the reverse. In woman the breast bone is more prominent than in man, and this accounts for a greater fullness in this region.

While the above code of proportions show what the ideal or perfect figure was formerly considered, and while they will be of much service to us in securing the correct proportions of the people whom we draw from time to time, we must not attempt to introduce these exact proportions into these figures. Almost every human form will vary from these measurements in some particular. The legs and arms may be longer or shorter; the upper portion of the body might likewise be of a greater or lesser length, while the shoulders might also be broader or narrower.

We must draw the forms of the people we see just as they are and as they appear to us—not as we think they should appear.

A recent issue of the Columbus (Ohio) *Citizen* contains the photographs of the officers and proprietor of the Columbus Business College. J. E. Joiner assumed control of this school in August last year and is making a success of the work. He has lately secured new quarters which give ample room for the different departments. W. H. Howard is the efficient principal of the shorthand department, Mr. Joiner having charge of the bookkeeping work.

Cleveland, Ohio, March 25, 1905

Prof Dorace G. Healey,

New York City

Dear Mr. Healey - Please enter the enclosed 53 names on your list for one year subscriptions beginning with March Number of the Journal if possible. I enclose P. O. Order for full amount.

With best wishes

I remain,

Yours very sincerely,

C. A. Barnett.

OUR CERTIFICATE.

It is now nearly three years since the JOURNAL announced that plans were making that a certificate would be granted to all who completed satisfactorily any or all of the courses run in the various departments of the magazine. Since that time, several hundred have been issued, and the plan has met with the unqualified endorsement of the leaders of the profession.

It seems to us that the idea is reasonable in every way. There is ample provision for the representation of the school which the pupil has attended while pursuing the course, as the name of the school is engrossed on the certificate, and the document is signed by the teacher who has been in charge of the work, and who thereby vouches for the character of the same.

We have prepared an expensive certificate. It is lithographed on azure-tinted vellum, the work done by a leading artist, the finishing touches being put on by L. Madarasz, the world-renowned penman. The price charged (50 cents) does not more than cover the cost of engrossing, the balance being the JOURNAL's complimentary contribution and expression of good will to the recipient.

As the various courses begun in September have now practically concluded, we trust that a large number will avail themselves of this opportunity to secure this evidence of work well and faithfully performed.

In all cases specimens must be sent to this office for inspection, and where the work has been done in school the same to be accompanied by the indorsement of the instructor in charge.

We hope our friends will make May a banner Certificate month.

M. L. Miner, of Miner's Business Academy, Brooklyn, N. Y., recently sent us some work from the members of his class in business English which shows that the instruction is along very practical lines. The work consisted of essays on the subject, "Characteristics of a Good Stenographer," and was suggested by a question in a recent Regents' Examination. We quote one paragraph:

"The stenographer who feels a personal interest in her employer's transactions, and does not limit this interest to business hours, will invariably be the most satisfactory employee, and will receive the highest salary."

H. D. Goshert reports that the Columbia Commercial College, of St. Louis, Mo., is doing a thriving business this spring. We are pleased to know that Mr. Goshert is organizing a large club for the JOURNAL.

The Barnes' Business College, of St. Louis, is also on the top wave of prosperity. R. W. James, the popular instructor of writing, reports that his classes are doing well, and that the JOURNAL is as popular as ever.

General education acts as a setting for all your subsequent reading and observations in life. It is like a rich background to a picture, absolutely necessary to bring out the full effect.

*All the world's a stage.
 And all the men and women merely players:
 They have their exits and their entrances;
 And one man in his time plays many parts.*

Ornamental Writing by J. D. Todd, Newark, N. J.

HOW I TEACH BUSINESS WRITING.

By P. H. LANDERS, Packard Commercial School, New York City.

It is with pleasure that I comply with your request for a brief article on the above topic, if by doing so I can be of any service to the cause. Of course, any system or method is but a means to an end, and it should be judged by its results. There is no royal road to success in teaching writing, and anybody who follows the exact methods of another will be sure to fail. Originality, natural zeal and convictions which are the outgrowth of experience are, in my judgment, the chief requisites of a successful teacher. To-day the teaching of writing is a science, and the successful teacher must not only possess practical ability, but he must know the where, the how and the why. In short, he must be a specialist who has studied, practiced and experimented. The teacher should be a good writer, as there is much inspiration to be gained from a good copy. Care should be taken not only in the form of the letters, but in the manner of execution as well. Pupils, as a rule, watch their teacher closely as he sets a copy, probably because they are anxious to know what the copy is going to be, but doubtless, also, because it is interesting to watch a good writer work. The impression is either favorable or otherwise. The copy should be written with accuracy, grace and dispatch, without retouching or erasing it. Example is a powerful teacher. In teaching an ungraded class of pupils, I endeavor to secure uniform results by requiring more practice from backward pupils. I believe that everyone has more or less love for the art that is hidden in his nature, and cultivation alone is needed to make it manifest itself. The teacher should be optimistic, and should encourage the pupil when he deserves it. Words of encouragement will sometimes change a drone to an industrious pupil. The beginner in writing meets with so much discouragement that I do not believe in adding to that unnecessary faultfinding. I try to recall the difficulties I experienced in learning to write, and aim to assist my class to overcome them in the same way that I overcame them.

In teaching position, among other things, I place before my class for study a large drawing of an arm, hand and penholder. I insist upon an upright, healthful position, and, by making occasional corrections, soon secure it. In teaching movement, I explain to my class why finger movement writing is not good writing. In starting a pupil who has never used the forearm movement, I usually grasp his hand and elbow and roll his arm about on the muscles of the forearm. This

I find effective and a great time saver. After the preliminary movement exercises with an end of pen-holder, I direct a series of straight line and oval exercises. To secure a light, elastic touch, among other things, I direct the pupil to place a sheet of folded paper or blotter under the page upon which he is writing. At this stage my copies are carefully graded and apply movement thoroughly explained. With beginners I consider movement of more importance than form.

Eternal vigilance is the price of good writing, and this is true on the part of the teacher as well as the pupil. The sooner that the pupil learns that writing is more mental than physical, the more rapid will be his advancement. Experience has shown me that it is time gained in the end to go slowly at the start. A few exercises well mastered are better than many carelessly written. I adhere to the conservative business form. I have used music, beating time, and counting with good results. Speed comes with practice and frequent timing the class spurs them up.

I require a review of each day's lesson to be practiced at home, and the best page to be handed in at the following lesson. From this work I select the best five and put them upon exhibition in the school room. I also require a page of product work each week, which I place on file. If the writing teacher also teaches bookkeeping or correspondence he is in a position to see that the pupil puts to practical use the instruction given him in writing. When a pupil did careless work in these subjects it has been my custom to write the correct forms in red ink over his work and require same to be rewritten till satisfactory.

J. H. THOMPSON PASSES AWAY.

James H. Thompson, of the Williamsport (Pa.) Commercial College, died Sunday morning, April 2, at his home, corner of Fourth and Mulberry streets, after a two weeks' illness of a complication of diseases. Mr. Thompson was forty-five years of age, and is survived by his widow, nee Miss Lucy Fullmer. He had devoted his entire life to teaching, and it is said that more people were schooled under his personal instruction than under any other teacher in his part of the State. He began teaching at the Williamsport Commercial College in 1889, continuing there until 1897, when he became founder and principal of the Commercial Department of the Williamsport High School. In 1903 he again associated himself with the Williamsport Commercial College, being connected with this institution until the time of his death.



SCHOOL AND PERSONAL.

RECENT JOURNAL VISITORS.

Mrs. M. A. Saunders, New York.
A. G. Belding, New York High School of Commerce.
E. S. Morris, Heffley School, Brooklyn, N. Y.
W. R. Hayward, Passaic, N. J., High School.
G. W. Harman, Commercial High School, Brooklyn, N. Y.
G. M. Guest, L. C. Smith & Bros. Typewriter Co., New York.
M. S. King, Paterson, N. J., High School.
I. S. Preston, Tompkinsville, S. I.
F. P. Baltz, New York High School of Commerce.
F. W. Park, Woonsocket, R. I., Business University.
R. W. Ballentine, Wood's School, New York.
I. L. Calvert, Wood's School, Newark, N. J.
W. H. Kinwan, St. Paul, Minn.
R. N. Marrs, New York.
J. C. Kane, Drake Business School, Jersey City, N. J.
J. D. Todd, Wood's School, Newark, N. J.
E. M. Huntsinger, Huntsinger's Business School, Hartford, Conn.
R. G. Laird, High School of Commerce, New York.
A. B. Cole, Wood's School, Newark, N. J.
C. W. Slocum, Supervisor of Writing, Newark, N. J.

MOVEMENTS OF THE TEACHERS.

A. H. Sproul, recently of the Elgin (Ill.) High School, now has charge of the commercial work in the Shortridge High School, Indianapolis, Ind. Mr. Sproul is a very successful teacher.
E. G. Brandt, formerly of Lynn, Mass., has engaged with the Rider-Moore & Stewart School, Trenton, N. J.
E. E. Bush, for some time supervisor of penmanship and drawing in the Sandusky (Ohio) Public Schools, has resigned his position, and is now engaged with the Prang Educational Co., Chicago, Ill.
A new acquisition to the faculty of the Indianapolis (Ind.) Business University, is S. F. Benson, recently of the Temple College, Philadelphia, Pa.
Irving Turk, of Spencer's Business College, New York, has accepted a position with the Bronx Borough Business Institute, New York.
J. W. Anschutz, of Morton, Ohio, has taken charge of the commercial work in the Central Commercial College, Cumberland, Md. The school is to be congratulated.
The Fort Smith (Ark.) Commercial College has added to its faculty A. H. Reneau, recently of Quincy, Ill. Mr. Reneau will have charge of the penmanship and commercial work.
W. Brooks, principal of the British-American Business College, Toronto, Ont., has resigned his position to enter into the hardware business in partnership with his brother. The British-American Business College has prospered under his management and we feel certain success will crown his efforts

in the hardware line. Mr. Wiggins, who has acted in the capacity of vice-principal of the college, will now become principal.

Miss Scaley, for some time teacher in the Shorthand Department of the Central Business College, of Toronto, limited, has been made principal of the Shorthand Department in the Duluth (Minn.) Business University.

Mr. Case, for some years Principal of the Commercial Department in the Duluth (Minn.) Business University, has been transferred to Fort Wayne, Ind.

BUSINESS TEACHERS' SECTION, N. C. T. F.

By President W. E. WHITE, Quincy, Ill.

The successful commercial teacher is the one who is not now, and never has been, satisfied with his work and his methods. He is always on the lookout for ideas. He is ever ready to grasp at a new idea or plan if it gives promise of fruitful results, either in the way of increased benefits to his pupils or power for himself.

The young teacher works at a disadvantage if he must "discover" all his teaching notions himself. The good things of the veteran teachers are on draught at the Business Teachers' Convention, which meets every year during holiday week in December. A great clearing house of ideas, methods and good cheer is conducted there for the mutual profit of the wide-awake teachers who are long-headed and far-sighted enough to take advantage of its benefits. It costs money to go to a convention, but those who attend regularly feel amply repaid in more ways than one for the small outlay necessary. A young person who is ambitious to advance will find no better avenue than through acquaintances formed at these conventions. The school proprietors are in evidence at these meetings, and when they need teachers they have their eyes open for the kind of material they want.

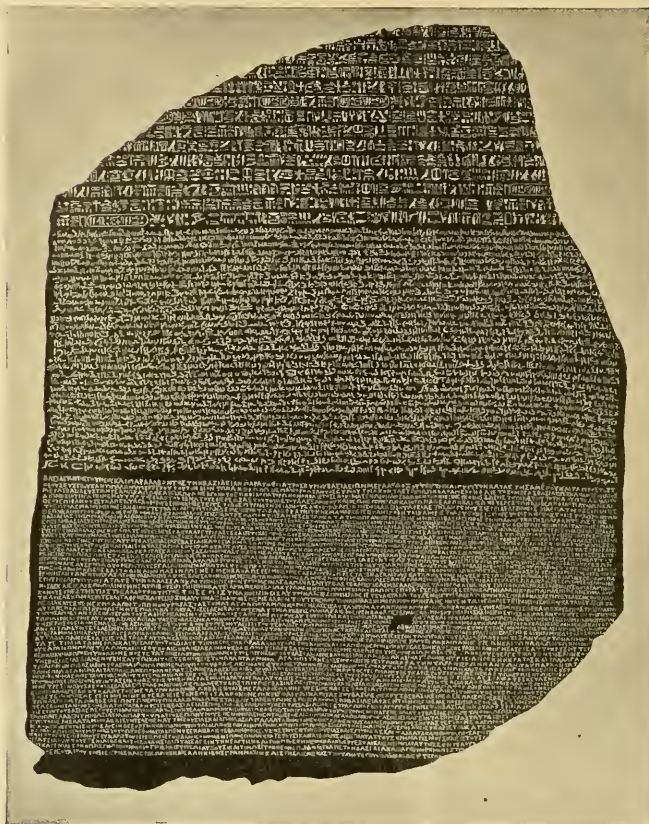
Young teachers as a rule are *not too well fitted* to take a better position. They are usually not well enough equipped, and not broad enough in their views. There is a breadth of experience that school men appreciate and that a great many teachers lack. A teacher should, for his own sake, for the sake of the students under his instruction, and for his employer's interests, exert all his faculties and take advantage of all his opportunities to improve. Local prejudices and biased ideas are swept to the wind at these gatherings. Practical, helpful things are discussed and pleasant acquaintances are formed, which in themselves are highly beneficial and enjoyable.

Here are veterans who have passed through the whole range of the teacher's experience, and who have achieved success and renown as educators. They are ready and anxious to discuss their experiences. Here are younger men who have been equally successful with possibly less experience but with more careful preparation for the work. Here are specialists in English, bookkeeping, penmanship and other subjects, all prepared to give us their best thoughts. Here also are authors with displays of their various text-books and publications, furnishing an excellent opportunity for comparison and selection on the part of any who may be looking for changes or for new ideas.

Every commercial teacher should lay his plans to attend the next convention at Chicago.

DR. WILLIAMS' HISTORY OF THE ART OF WRITING.

Written for The Penman's Art Journal by Lyman P. Spencer.



The Trilingual Inscription of the Rosetta Stone. In Hieroglyphic, Demotic and Greek characters. British Museum, London.

Plate No. 1.

THE last half century has been remarkable for the new light it has shed on the history of the art of writing, particularly in primeval days. This added light, arising from years of excavations and discoveries in the Orient, has been of a nature to greatly modify our views of the age of the art, revealing an antiquity before scarcely dreamed of.

Many of us can remember that when we were young the beginning of the art was generally thought not much, if any, to antedate the time of Moses. In fact, it was by many supposed to have had its birth at Sinai, when the Law was given, its first use having been to trace the Ten Commandments on the tables of stone. The Scriptures, however, make no such claim, which they surely ought to and would have done had it been true. Then too, we realize, when we fully consider, that the divine way of bestowing on man the material arts and inventions he needs is not by presenting them to him ready made for his use, but, far more wisely, by leaving him to achieve them for himself, through the exercise of his own God-given faculties, divinely adapted and adequate, though ages be required to perfect their work.

Of the old historians of writing, Massey is inclined to give the credit of the invention of the art to the Chaldeans, and Asht to the Phoenicians. The latter author cites a little known passage in the Scriptures, mentioning the use of the art of writing earlier than at Sinai. This passage, however, being so slight and obscure, and having almost entirely escaped notice, and the facts and theories on the question adduced by the authors named being so largely conjectural and uncertain, the result was that the use of the art of writing when Moses received and gave the Law, remained in those days the earliest well known, clear and unquestioned fact in its history. And when that fact was lighted up by the imagination, to which it so strongly appealed, what a picturesque dramatic setting it gave to the birth of a beloved and noble art—its cradle rocked on the smoking cliffs of Mount Sinai, while a nation waited below. And so it is not to be wondered at that this idea of the beginning of the art became a favorite one, and lingered long in the popular mind. I remember, myself, when not much more than a lad, designing and finishing with much care an illustration of the origin of the art of writing, conceived along these lines.

As we look back now, we are tempted to smile at the view, rudimentary and immature—yet unavoidably so—which we cherished in those days. For, in recent years the spades of busy, tireless excavators have done their work; the stone has been rolled away from the tomb of many a buried age; the mystery of hieroglyph and cuneiform character has been unveiled; and, one result of this has been, that new vistas in the history of "the art of arts," more and more remote, have been opened up, until now we know, that Moses, standing on the Mount of the Law, with the tables of stone in his hands, would need to have looked backward as far to see the beginning, as forward to witness the present condition of the art in which they were inscribed. So far from having its inception at that time, writing was already an ancient art. It appears, in truth, to be, as Canon Taylor suggests, "older than the pyramids," and indeed, "excepting perhaps, the signs of the zodiac, the oldest invention of man."

But the story of the art of writing has been illuminated in recent years not only by new discoveries, but by a more rational way of regarding its development. Following the analogy of the very gradual character of the changes evidenced in nature, the tendency is to look upon the arts of men as subject to a similar law—not as springing suddenly into existence, full armed, like Pallas from the brow of Jove, but rather as progressing through long years—perhaps ages—by slow accretions, with marked epochs, indeed, now and then, of exceptional growth or decadence; but, on the whole, moving by steps slow and painful towards the ever unattainable goal of perfection.

As good fortune would have it, simultaneously with the acquisition of this wealth of new material and better methods of study, touching the art preservative, greatly improved methods of illustrative reproduction have been developed, rendering it practicable now to present knowledge of this sort far more fully and perfectly than but a few years ago was possible.

The time was therefore ripe for an epoch-making history of the art of writing; and we are glad that among our American scholars was found one equipped and ready to grasp the opportunity and make the most of it.

Dr. Henry Suth Williams, who undertook this pleasant but arduous task, and with such splendid result, is a native of the State of Illinois, and now in the very prime of life. He is a graduate of Iowa State University and of Chicago Medical College, having also four subsequent years to his credit spent in research work in the universities, libraries and scientific institutions of Europe.

The ripe scholarship to be expected from such thorough preparation has shown itself in his lectures at Harvard and elsewhere; his editorship of "A History of the World," in twenty-five volumes, as well as in numerous articles he has written for leading scientific and literary periodicals, besides the authorship of "The Story of Nineteenth Century Science," and the superb monumental "History of the Art of Writing," to which this article refers.



Henry Smith Williams.
Plate No. 2.

The plan of Dr. Williams' *History of Writing* is no ordinary one. It is conceived along broad and generous lines. The ample pages and wide margins, the quality of the paper and printing, and the high order of the illustrations, the full treatment, are all in harmony with this idea; as if to render the setting worthy, if possible, of what the author terms "the longest story in human history," having reference (to add a few words to his) to an art the most glorious of all arts for the benefits it has brought to man.

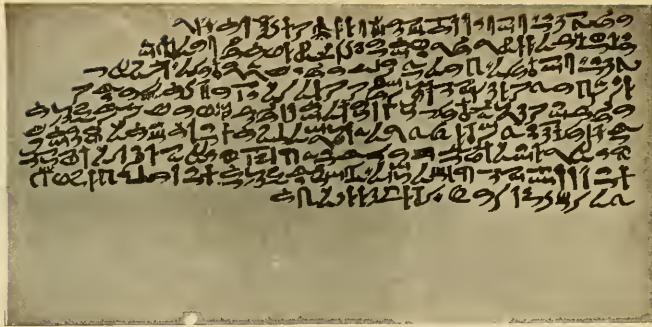
The history is presented in four sumptuous portfolios, corresponding to four grand divisions of the subject. The portfolios are subdivided by separate covers into lesser heads or chapters, affording a clear and excellent classification of the matter.

Unlike most of the older English histories of the art, so deficient—and perhaps, as a general thing, unavoidably so—in illustrations, Dr. Williams makes his illustrations quite as prominent as his text, they going hand in hand with it—we may say, indeed, a little in advance of it. The 220 plates comprised in the work are thus, in fact, an admirable series of attractive object lessons, interspersed with instructive talk, given on the companion leaves, which are set in, one for each lesson plate, serving to elucidate the plate, to show its connection with the others, and to carry on connectedly the unfolding story of the art.

To examine more in detail, if we turn now to the beginning we note the Five Independent Scripts, which will also illustrate, in a way, the progress of man's early efforts to record thought, up to their culmination in letters. Looking at these opening plates with that point of view, we may scan in a few moments the path it took primeval man ages to overpass, groping his way, step by step, from the picture writing of the savage over the intervening phases of symbolic verbal and syllabic writing to the alphabetic record of civilization. The dawn lingered long, but with the invention of the alphabet the sun arose in its glory upon art of writing, and upon man.

འདྲེན་པ་ལ་པོ་ཐུང་དུ་ མེ་མེར་ཡི་ཤེས་རྟོག་མཁས་པ་དེ་དུང་
 མེ་རྟོག་པ་རྣམས་རྟོག་སྒྲེལ་བ་དེ་ཤེས་ མེ་རྟོག་པ་རྣམས་པ་པ་མ་ཐབ་
 ཡིན་པ་བཅའ་དེ་འཁྲུག་ལྷན་གྱིས་བཅུ་ ཤེས་པ་དང་མེ་རྟོག་པ་རྣམས་པོ་
 བ་དེ་ཤེས་ ལྷན་གྱིས་འདྲེན་པ་ལ་ལྷན་དང་འཁྲུག་པ་དེ་ཤེས་

The Life of Padma-Sambhava. In Tibetan. Probably of the 18th Century.
British Museum. Add. MS. 15,522.



Hieratic Writing. The Prisse Papyrus. About B. C. 2,500.
Bibliothèque Nationale, Paris.

Plate No. 4.

A remarkable plate is that presented to us in No. 1. Few will be able to pass it by without pausing. For it shows us the famous Rosetta Stone, which held the key—wrested by Young and Champollion—to the before mysterious inscriptions of ancient Egypt. The illustration is a wonderful one, with every character so clear that it seems as though, if we were only Egyptologists, we could translate the inscription from it as easily as from the original stone.

Scarcely less interesting is the Moabite Stone (Plate 5) when we recall the romantic story of its finding, loss and subsequent recovery, and that the inscription it bears is—with perhaps a single exception—the oldest piece of purely alphabetic writing known.

Then here is an extract (Plate 4) from the script of the Papyrus Prisse, which played so important a part in de Rouge's not unquestioned demonstration of the derivation of the Phœnician writing from the Egyptian. Is it possible that the firm, bold characters, of which these are facsimiles, were indeed traced with a reed upon papyrus, as we see them here, five hundred years before Abraham, the father of the faithful, came out of "Ur of the Chaldees" to his home in the Promised Land?

But if we stand in wonderment at this old Egyptian scroll that seems, as Dr. Taylor says, "to have floated down to us from the very childhood of the world," what can we say to the exhibit of the plate which draws back the veil from an inscription of ancient Babylon two thousand years earlier. And even then we have not reached the limit, for more recent discoveries at Nippur, in Babylonia, carry the record back, it is said, to a date more remote and primeval still. Where will the spades of these learned, indefatigable excavators stop, and what secrets may they not yet wrest from the buried civilization of the East, touching the infancy of this art, and of man?

But turning from views so remote, of characters so strange and mysterious, it is a relief to revert to something nearer and more familiar. And so we are glad to come back and trace the ample material spread before us, the unfolding of the Phœnician letters into the Grecian, the Grecian into the Roman, and we see the latter assuming, as early as the third century B. C., substantially the form of our most-used capital letters of to-day. We can study these Roman capitals in their square and rustic varieties, and note the evolution—at the bidding of convenience, and perhaps of taste, as well—of the rounded uncials, half uncials and the smaller minuscules.

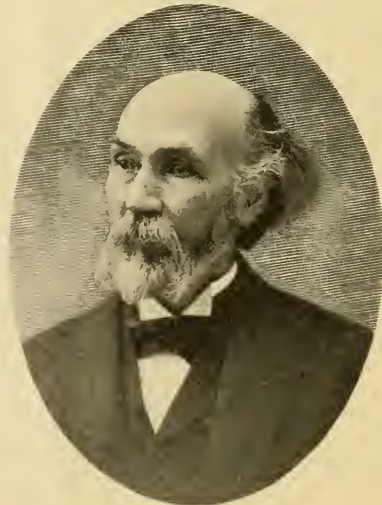
Then from the breaking up of the Western Roman Empire, we witness the differentiation of the Roman script into the

Lombardic of Italy, the Visigothic of Spain, and the Merovingian of the Franks.

Next comes the era of Charlemagne, and a noted epoch of writing—the "Caroline Reform." The learned Alcuin, the guiding spirit of the reform, under the Emperor, was from Britain; and naturally and (under the circumstances) justly favored the style of the art he had known in his native England. But England, it is admitted, has been largely beholden to Ireland for her style of writing. And thus it happened that the deft scribes which Erin could boast in those early days exerted a shaping influence on the handwriting of Western Europe, an influence wide and destined not soon to pass away.

In two or three centuries the minuscule of the Caroline Reform unfolded into a beautiful text hand, perhaps never excelled, which, after a long period of deterioration, was revived later, in the Renaissance; formed one of the best models for printer's type, when that art was invented, and still may be studied with profit, even by the skilled calligraphers of to-day.

It is very interesting to follow the changing phases of the



Lyman P. Spencer.

art in England, onward through Charter hand, Chancery, Court and Secretary hands (the last named being exemplified on some of the early records of New England) to the more familiar styles of recent years—illustrated also to some extent in the pages of Dr. Williams' work.

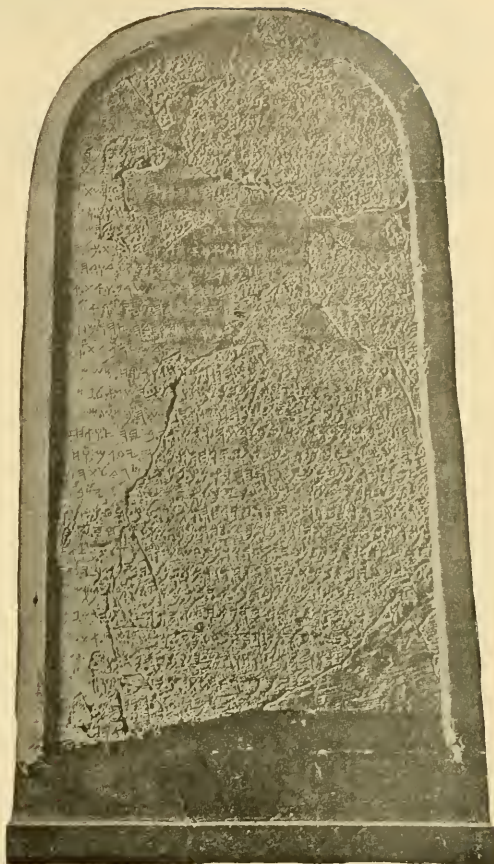
Histories of the art of writing usually concern themselves largely with the more formal and regular models of letters used in inscriptions and book writing, etc. But, together with those styles, there has from remote times always been the freer cursive hands for every-day use in the transactions of life. The two hands have mutually reacted upon each other, the formal hand—aiming at legibility and beauty—restraining the other from too great eccentricity and unreadableness: while the cursive hand—more subject to the demands of convenience and speed—has drawn the other to forms easier, less set and rigid, exerting probably a much greater influence to alter the formal style than the formal to change the cursive.

An especially remarkable example of this ordinary commercial writing of the people is the Roman cursive hand, exhibited in the wall-writings or graffiti of Pompeii and the wax tablets found in Pompeii and Dacia. In these we catch a glimpse of the ordinary business writing of the Romans near the beginning of our era, and no doubt very much as it was hundreds of years before and after that time. And it is interesting to note the influence, in process of time, of this queer, and at first sight, apparently formless and undecipherable script, in developing from the studied capitals the uncial and minuscule styles with their more rounded, varied, free and flowing forms, more attractive to the eye and much easier to execute.

It is a matter of pride and gratification that such a history of writing has been produced under American auspices; and the more so because, although the first serious effort on the subject in this country, yet there is no other single work in the English language that covers the whole ground, descriptively, historically, illustratively, and down to date, so fully and so well. Even the publications of the Palæographical Society, fine as they are, leave broad sections of the subject untouched. Canon Taylor's *History of the Alphabet*, by virtue of its scholarship and literary quality, has long and justly been regarded as a standard authority; but it is comparatively deficient in illustrations, which are so desirable in works of this class.

It is to be regretted that the size and cost of Dr. Williams' history place it beyond the reach and perusal of so many interested in the subject. There is need of a brief manual of the history of the art, of moderate price, suited to general reading. Of books of this class, those of Massey, Astle and Humphrey, though excellent for their time, have long been rendered out of date by more recent discoveries. Dr. Thompson's *Handbook of Greek and Latin Palæography* is very good indeed; but, as its title indicates, it leaves a large part of the field uncovered. In this connection, however, the little book entitled "*The Story of the Alphabet*," by Edward Clodd, ought not to be left unmentioned. It is up to date and not uninteresting, though lacking due proportion in its treatment of different subjects; and is perhaps too slight in its aim—with a consequent deficiency in illustrations and attractiveness—to answer the purpose of a manual such as is needed, and will probably be forthcoming, in process of time.

Dr. Williams was fortunate in having for assistants in his great work such men as Prof. Wattenbach, of Berlin, and Dr. Thompson, of the British Museum, authors and editors of so many works along similar lines, in English and in German. For the scholar, antiquarian, penman and calligraphist they have spread a rich and appetizing feast, and one that should mark an epoch in the study of the history of the art of writing in this country.



Moabite Stone. About B. C. 800.
Greatly reduced from plate 700,000, H. A. of W.

Plate No. 5.

SADLER'S BUSINESS COLLEGE.

(From the Baltimore (Md.) *Sun*, April 5, 1905.

Warren H. Sadler, president of Sadler's Bryant & Stratton's Business College, which before the fire was located at the northwest corner of Charles and Baltimore streets, has decided to change his plans for a location of the college. Several months ago Professor Sadler purchased the two dwellings at 803 and 805 Hamilton Terrace for the purpose of erecting a college building there. Realizing the advantages of such a college in the center of the city, Professor Sadler has leased a floor and a half of the Riddlemoser Building, at the south-east corner of Fayette and Hanover streets, and is having the new quarters fitted up. He will expend about \$15,000 in furnishings, and when the college opens, in June, it will have about 14,000 square feet of floor space and will be equipped with every modern convenience.



News of the Profession.

THE JOURNAL office recently received a very pleasant visit from E. M. Huntsinger, of the Huntsinger Business School, Hartford, Conn. Mr. Huntsinger has succeeded in building up one of the most substantial schools in New England. This has only been done by nearly seventeen years of unremitting labor, and he is now in a position to reap some of the harvest, the seed of which was sown in the earlier years. In our office, at the same time, was J. C. Kane, formerly of Baltimore, Md., and now of the Drake Business College, Jersey City, N. J. Messrs. Kane and Huntsinger nearly thirty years ago were pupils sitting at the same table in a school conducted by A. H. Hinman in the city of Pottsville, Pa. It was at this time that Mr. Hinman got together some material and produced the first issues of THE PENMAN'S ART JOURNAL. Some of the plates running in the earlier numbers were engraved, personally, by Mr. Hinman, and Mr. Huntsinger related with great interest how the drawings were first sketched out with a slate and pencil. Photo-engraving at that time was unknown, and how Mr. Hinman succeeded in making the earlier numbers so interesting is almost inconceivable.

The St. Paul (Minn.) *Daily News* of March 30th publishes the photographs of several scores of the pupils of Rasmussen's Practical Business School. This school is in charge of Walter Rasmussen, a well-known teacher, formerly of the Pacific coast. Mr. Rasmussen has been in charge of the St. Paul school for a few years and is making a wonderful success of the work. He is a conscientious and able teacher, and his pupils are much sought after by the business men of the twin cities. We are in receipt of a very dainty piece of advertising from this school, consisting of a winter scene handsomely embossed in colors. It has been much admired by visitors in our office.

S. D. Holt, the penman and engrosser of Philadelphia, Pa., has opened a new office in that city. Mr. Holt is certainly a master of the art, and we wish him every success in his new location.

E. W. Boyles, a relative of one of the founders of Boyles' Commercial College, Omaha, Nebr., has purchased a half interest in the Cement City Commercial College, Yankton, S. D. Mr. Boyles resigned an excellent position in order to associate himself with the above-mentioned school. Miss Alice White has been sole owner of the school for several years.

We note that the Traverse City, Manistee, and Ludington, Mich., Business Colleges, are now under the control of W. H. Martindill, of Manistee; A. D. Rose, of Ludington, and C. R. Dockeray, of Traverse City.

G. E. Weaver, for many years of Mt. Morris, Ill., as teacher and chalk-talk lecturer, purchased an interest in the Normal College, at Perry, Iowa. Judging from the past, we feel sure that Mr. Weaver will be very successful in his work.

C. E. Jones, proprietor of two business schools, one in Chicago, and the other in Hammond, Ind., is about to open another in Peoria, Ills. Mr. Jones is a hustler and has had a very successful school experience.

W. W. Fry is winning success at the Palmer College, Philadelphia, Pa., where he is half owner. Mr. Fry states that he intends to build up a Commercial Department second to none, and if pluck and well-directed effort will produce such a result, he is certain to succeed.

A. J. Park, Principal of the Woonsocket (R. I.) Business University, writes that they have enrolled thirty-nine pupils more than the total for last year. Mr. Park carries the JOURNAL along with him in his success, a majority of his pupils being subscribers. Reports like these are encouraging.

The Packard Commercial School, New York City, has always made its Friday morning exercises a very prominent as well as profitable feature of its work. Lectures of national reputation are frequently heard there on topics of vital interest to young people. On March 24th Hamilton Wright Mabie, associate editor of the *Outlook*, and whose articles in the *Ladies Home Journal* have attracted such wide attention, talked on "Books and Business."

Miss Marian Reichardt, the champion Smith-Premier Typewriter operator, has recently been giving exhibitions before the various schools of the East. On the occasion of her visit to the Baltimore Business College she wrote 150 words per minute.

At a reception recently given by the Brazil (Ind.) Business University more than three hundred students and friends gathered to listen to a lecture on "Good Citizenship." The Messrs. Munson are making a splendid success of their work.

Emil Trefzger is the champion boy typewriter. He is seventeen years of age and resides in Peoria, Ills. One year ago he graduated at Brown's Business College, and since then has been employed in court reporting. At an endurance contest recently held in Chicago he won the gold medal.

The Fort Worth (Tex.) *Daily Record*, of recent date, says in part: "Up-to-date, by far the largest donation that has been made to the Y. M. C. A. New Building Fund has been made by a gentleman neither a resident of Fort Worth nor of Texas, although he has a substantial interest in Fort Worth. J. F. Draughon, President of the Draughon's Practical Business College Co., has made a contribution which ought to net the Association \$10,000. He has contributed two hundred and fifty \$50 scholarships that would net the Association, if sold at \$50 each, \$12,500, but he has given the committee the privilege of selling the scholarships at \$40 each, which will, when sold, net the Association \$10,000. The Association has six years in which to dispose of the scholarships."

Commercial Department.

THE opening offered by the ART JOURNAL in the Book-keeping Department, appeals to me as a favorable opportunity to air some of my ideas concerning the handling of our commercial departments, both as to theory and practice. In theory we are supposed to turn out finished bookkeepers and accountants in from three to ten months, according to locality, while those who are on the inside know that in practice we cannot turn out the finished product that the public has been educated to expect in the time given. The finished product comes from years of experience, and I do not believe that the Commercial Schools will ever see the time when they can turn out what the public expects of them. This, in a large measure, is due to the fact that the earlier commercial schools educated the public to believe their graduates were expert bookkeepers and accountants. Conditions have changed in the last twenty-five years and the accountant of that period is an "also-ran," compared with the product of to-day, unless he has kept step with the march of time. But many of the schools have not changed their method of advertising, and from personal experience I know of many a fossil, young or old, at the head of commercial departments, directing and outlining the details of the course, who could not keep a set of books for a barber shop and keep them in balance. During the summer I was walking along the streets of a bustling city, when I overheard two prosperous looking business men discussing one of the business schools of the city; one gentleman remarked that he had, at different times, tried students from the school in question, but they did not prove satisfactory. "Why?" said his friend. "They think they know it all, but haven't the common sense to sweep the floor, and do it right," was the answer. The school in question is one of the best in the country, but the gentleman had evidently expected too much.

No doubt you think I am a knocker? No, but I have been on both sides of the curtain: five years as bookkeeper and office manager, seven as instructor in commercial schools, and I do know that our graduates do not come up to the expectations of the man who wishes to increase his office force. Perhaps you accept my version, but you are from Missouri and say, "show me." I will endeavor to give you the benefit (?) of my experience to a certain extent.

It is immaterial whether or not we start with the ledger account, cash book, journal, actual business from the start or cut and dried theory. The key to the situation is the teacher, not the student: A teacher, interpreting the word literally, will secure results with any system; others fail, no matter what the system. No system published has all of the good things, and yet there is good in all of them. The teacher must be enthusiastic, must have system and discipline; lack of system has put many a promising young man out in the cold; he did not know how to systematize his work, and consequently could not do it. Discipline is the foundation of the school; without it your efforts are thrown away; enforce discipline or get out of the business; I would not take charge of a department unless I was absolute master, and able to enforce my requests if necessary. With enthusiasm, system, discipline and students that have brains, you can get results. How? Ground them thoroughly in practical arithmetic, rapid calculation, spelling, correspondence, penmanship and commercial law as

applied to ordinary transactions. Thoroughness must be the keynote; do not accept the work until it is finished in every detail; inspect every check, note, bill, receipt, etc., that the student makes, and do not hesitate to have him rewrite them if they are below the standard; "if you give him an inch he will take a mile." Make thoroughness take the place of quantity; the average student knows enough theory but will not apply it properly. My experience has been that students fail in the "little things" (apologies to Mr. Hayward) and the routine work; they are not able to apply horse-sense to the conditions they will meet. Teach them how to balance cash, prove cash, prove bills receivable and bills payable, etc., etc., and then make them do it every day; make them get the habit, and they won't forget it when they get in an office. Supplement your work with drills and lectures, plenty of them; originate special columns, etc., and tell your students that when they go to work they may find something different; something they have never had, but the same principles will be there in a different form. Prescribe for the individual student, find out what he needs and give it to him; if he needs posting, cash book work, journal entries or closing ledger accounts, put him on such work until the deficiency is made up. I have a variety of such work mimeographed, and can keep a student on supplementary work for a month. I require my students to paste their returned checks on the original stub. Why? To secure system. I also explain that they will probably be required to handle them some other way and cite different methods. Teach them to make duplicate deposit tickets, carbon copies, or copy deposit on back of stubs. Teach different methods of filing, briefing and entering payments on invoices. Make the students follow some one plan and explain the other methods; be sure that they know at least one way. Be careful about details; post-markings, journal, cashbook and ledger explanations; ledger indexing, address of ledger accounts and the numerous "little things." Do not theorize, but make them do the actual work. Do not forget that thoroughness is the secret, and the student must be impressed with the fact from the start. Every teacher must have some actual experience to do the best work; if you are short on experience, nose around and find things that are not in your text book.

In answer to the questions given by Mr. Hayward in the November number, will say that I require students to rule between the journal entries and foot the amounts; reason: to secure neatness and give practice in ruling. I teach combined day book and journal with explicit directions; debit and credit entry on one line, and explanation below, using as much space as is necessary. I do not believe in using red ink in post-marking, unless the pages are put in from the index book, and then checked by a check mark when posted to the ledger; in my opinion, this is the better way if the ledger contains many accounts; the page being in red and the check in black makes a contrast easily noticeable if an entry is left unchecked.

In conclusion, I would repeat that it is detail and system that produce the finished product, and we must get such work from our students if we reach the expected standard. How about a discussion on methods of starting a class of fifty or sixty, with two teachers to handle the work?

Salem, Mass.

L. E. STACY.



Diploma Designing by Howard & Brown, Rockland, Me.

WHO'S WHO IN PENMANSHIP.

L. C. Rusmisl, whose photograph appears herewith, is a native of the State of Virginia. He, however, early followed Greeley's advice, "Go West, young man!" and in 1891 found himself in the State of Kansas, beginning a four-years' course at Campbell University. While in school he gave special attention to penmanship, shorthand and mathematics. After his graduation he was retained as a teacher in the school. Subsequently he did considerable work as a staff artist on the Topeka and Kansas City dailies. Owing to failing eyesight he was compelled to give up his work in this direction and re-engaged in school work. He went to Denison, Iowa, to assume charge of the business management of the Normal School there. This school is or was controlled by Hon. Leslie M. Shaw, Secretary of the Treasury. Mr. Rusmisl remained at the Denison School for five or six years and then secured a position with the St. Joseph (Mo.) High School where he is now located in charge of more than three hundred pupils in the commercial department.



To the *PENMAN'S ART JOURNAL* he gives chief credit for his success in penmanship, stating that his first inspiration came from it, and from Gaskell's Compendium.

Not many teachers have had the varied experience in school and in work as has the subject of this sketch. G. F. Roach, who is at present in charge of the writing classes in Roach College, Beaumont, Tex. A successful penman and a teacher of excellent attainments, he has done and is doing a valuable work in the field of practical education. Mr. Roach hails originally from the State of Colorado, where at an early date he was introduced to the vicissitudes of ranch life, spending his spare time during the winter months in gaining an elementary education. This only served to fire his ambition for higher work, and later we find him attending the Columbian High School, La Junta, Col., the Central Normal College, Great Bend, Kansas, and subsequently the Wesleyan Business School located at Salina, Kansas. From this school Mr. Roach holds a degree of Master of Accts. To fit himself for professional work he spent a period of time at the Zanerian School, Columbus, Ohio. While his literary training can be said to be of the best, still he holds as his most valuable asset the results of his practical experience as a teacher and business man.



Mr. Roach is a staunch friend of *THE JOURNAL*, and his clubbing record is always among the best. We have been in receipt of specimens of his work and his pupils, and can say that he is producing the best possible results.

The Self-Help Club

Conducted by GEORGE S. MURRAY



DIVERSION.

Shakespeare says that there are those "of such vinegar aspect that they'll not show their teeth in way of smile, though Nestor swear the jest be laughable." This is as true to-day as it was in his time. Ascetics are not all dead yet.

Life with all its weight of human responsibility tends to make us over-serious and grave; we miss the sunshine and the flowers, and seem to see only the clouds and to taste the bitter gall. Notwithstanding the serious aspect of life, we must preserve a tranquil and optimistic spirit. We should take in the sunshine and the perfume of the flowers and enjoy the caroling of the birds ourselves, and then communicate them to our fellow travelers on life's rugged pathway.

It is impossible, under the tremendous strain of modern civilization—at least in the Western world—to neglect diversion. Let us avoid extremes; let us pursue the via media, as far as it is possible. Otherwise, we may become inomonaniacs.

Russell Sage and others may not advocate recreation, but to the masses it is indispensable. To be sure, if a man never thinks deeply or intensively for a considerable time; if he is shallow and superficial, or if he has an iron physique, this matter is not of such importance. The man who accomplishes the most in life is the one who successfully combines periods of intense, concentrated and long-continued labor with periods of rest and recreation.

J. P. Morgan is now cruising in his yacht in the sunny Mediterranean, and other prominent men in the financial world are sojourning in Florida, California and Europe. We cannot truthfully say that they have not done a full year's work. While at their desks they worked like Trojans, and now comes their well-earned rest. Many think that occupying a high and exalted position is synonymous with ease and idleness. Not so. Witness President Roosevelt, who works from seven in the morning until twelve at night. Ex-Secretary of War Root, who, as head of the War Department, put in from sixteen to twenty hours of the most exhausting labor daily. Neither because a man begins work at nine or ten in the morning does it mean that he is a person of leisure. I know of one man, prominent in Wall Street, who does not get to work until eleven or twelve in the morning, yet he does more than any of his small army of assistants. But he has his periods of relaxation. The plant or animal organism that ceases to perform its functions dies, and the man or woman who does not work does not grow, but dwarfs. On the contrary, there are those who are eternally at work, never resting, never taking a day off, and who accomplish little. I know of one such man. He has studied himself to death; has graduated from all the schools in the country, and yet his productive power is almost nil. Some people work like a person lost in the woods; they travel in a circle and never get anywhere.

One of the best public school principals of New York City is a man who appears during the summer as a man of means and leisure, though on a moderate salary. He seeks absolute change, goes to the mountains in Maine or to the seashore,

indulges in hunting and fishing, and works as hard physically during the Summer as he does mentally during the rest of the year. He returns to his work in the Fall strong and alert, his good nature fairly bubbling over, and a veritable tonic to all who come in contact with him.

I refer, of course, to physical diversion. To men in sedentary employment it is indispensable. Not only is a man in need of physical diversion to maintain his mental and physical strength, but it tends to make him symmetrical and to prevent his becoming a crank and lop-sided. It makes him sympathetic and enables him to retain his youth; it sweetens his temper, clears his brain and enables him to baffle the very "irony of fate."

Recreation does not mean idleness. The amount of work a human being can do is nothing short of marvelous. We were not made to do nothing. The "strenuous" life, so much talked of these days, applies not only to our vocation, but to our avocation as well. Whatever we do let us do with all our might, be it work or be it play.

There are some who say, "Yes, that's all very nice, but I can't get the time to do it; I live in the center of a densely populated city; I have long hours and family cares that make this picture of diversion only an idle dream." To be sure, it takes some grit and pluck to get recreation, as well as it does concentration. One must realize its importance and plan to get it within his daily schedule. Notwithstanding the difficulties many may have, it is possible. Go to the park, walk to the car, join the militia, enter the Y. M. C. A. or other similar organizations. You can get it if you will. One of the best form of recreation is walking. All can get this, surely.

The tendency to crowd into the big cities will decimate the race if counter influences are not at work. As often as possible, get close to Nature's heart, ramble through the fields, wander by the seaside, get into the open, away from the jostling, inhuman crowds, fill your lungs with oxygen, commune with Nature and you will be more of a man or woman; you will be a better citizen, and you will be made strong for life's conflicts.

"The Writing Institute" is the name of a prosperous institution located at Ironton, Mo., and managed by Mrs. W. J. Smith, Mrs. Smith has had a long experience as teacher. For some years she was connected with the Kirksville (Mo.) Mercantile College. She writes a very strong and graceful hand.

The Springfield (Mo.) Normal School has recently purchased the Springfield Business College and the Queen City Business College, consolidating them. All the classes in penmanship are under the direction of S. M. Smith, and they could not be in better hands. Mr. Smith has large classes in pen drawing, lettering and artistic writing.

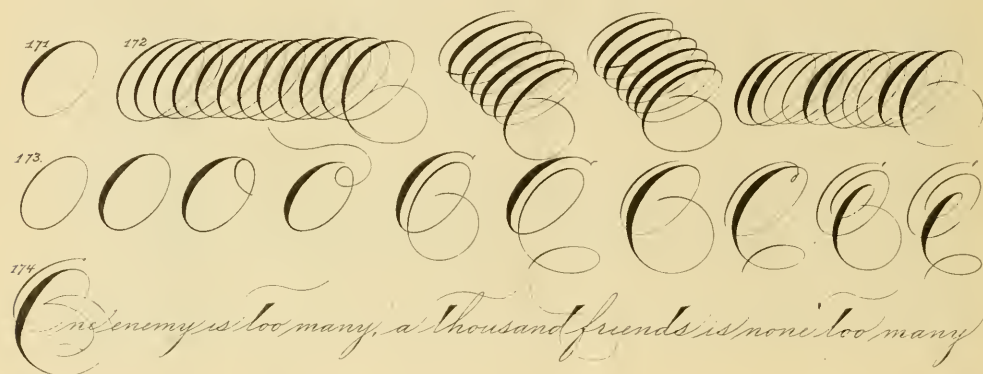
LESSONS IN Ornamental Penmanship BY D. D. DIXON

A very important and essential part of the training of a good penman is the cultivation of a habit of neatness.

Exercise great care in all your work. Remember that reckless, indefinite practice is worse than useless, as it leads to carelessness. Neatness is the result of intelligent, painstaking, systematic study and practice, and it requires time, and is not

you cannot hope to make the oval or "O" group of letters well, as I consider them to be the most difficult of our capitals.

Copy 173. See to it that you get the "O" oval shape. Notice the different styles, also what strokes are shaded. End letters same as copy. These capitals have to be made fast in order to make them round and full. If you make the first



acquired with a few spasmodic efforts. Study, Practice, Criticize.

Study 171. Make oval round and full. The heaviest part of shade should come at about one-half the height of the oval. Good movement.

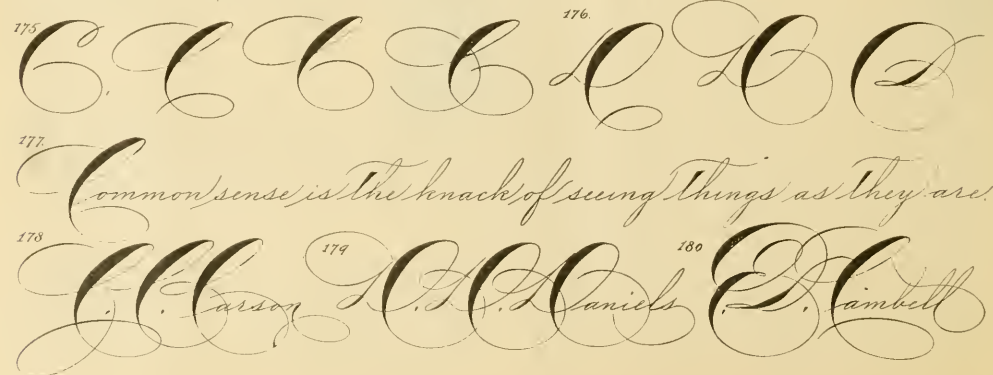
Copy 172. Use a good, free movement. Don't slow up in making the shaded stroke. A common fault. Make these exercises large. Keep shaded strokes to run parallel as well as light lines. Spend much time in study and practice on these exercises. For unless you are able to make them well

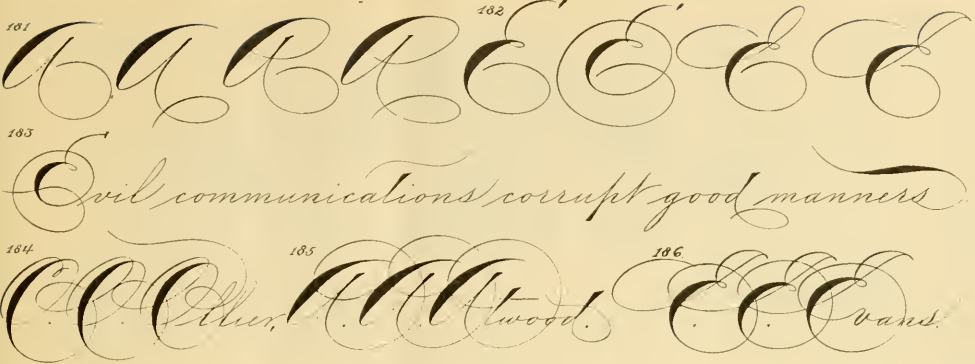
stroke too slow it will be flat. See to it that you get it curved as much as the up stroke.

Copy 174. Close spacing. Just so this matter will go on one line. Uniform slant and spacing.

Copy 175. The shade on this letter should come up near the top. You will find it necessary to slow up just a little at top in order to shade high. Make final oval round and full.

Copy 176. Don't slant first stroke too much. Notice oval at bottom, also compound curve. Use a good, free movement. Remember, no finger movement.





Copy 177. The sentence to fill one line. Close spacing between the letters again. Fine hair lines.

Copy 178. Make the capitals before raising the pen and notice how they are joined. Don't write the small letters too large.

Copy 179. Join the three capitals. Make the last oval large in each letter. Entirely with the muscular movement.

Copy 180. Start with the "D" and take notice how we go from the "D" to the "E." The "C" is made separate. Practice on the "D" and "E" until you can make these letters well before you add the "C." You can add most any other capital just as well. Close spacing for all small letters for names. You must get the swing and dash in your movement if you wish to get these combinations well.

Copy 181. Keep the shade as near the top as possible for this letter. Start with an upward motion: this will help you to keep the shade high. Don't make turn at bottom of first down stroke too wide.

Copy 182. See the little loop at center points down. Notice how much we swing back to the left in making the last oval so as to give the letter the proper slant. Free movement.

Copy 183. It will take just a little wide spacing between

small letters in order to have this matter fill one line. Uniform height, slant and spacing.

Copy 184. Make the three capitals before you raise the pen. It takes a free movement for these.

Copy 185. You can raise the pen after each capital for this exercise. See to it that your shaded stroke strikes the final stroke. Shade near the top.

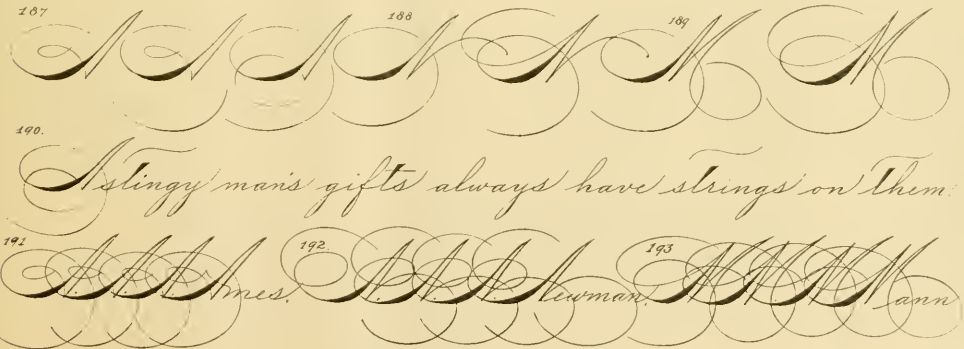
Copy 186. These capitals are made without raising the pen. Place three or more in a group. Don't be afraid to strike out with a good movement.

Copies 187, 188 and 189. Capital stem letters. The heaviest part of shade should come down close to the base line. Make oval horizontal, large and round. Go fast enough in making the light lines to secure smooth lines.

Copy 190. Close spacing and small, like copy.

Copies 191 and 192. The capitals are not joined, but have them lap over, like copy.

Copy 193. Join these capitals and place four in a group. This completes the capital letters, and I consider this lesson the most difficult thus far presented. I trust that you will not slight them in your practice. Master them. The next lesson I intend to give you two sets of capitals.



PENMANSHIP SUPPLIES.

THE JOURNAL will send the following supplies by mail for the prices named: Stamps taken.

Soennecken Broad Pointed Pens for Text Lettering, set of 11, 25c.

Double Holder for Soennecken Pens.—Holds two pens at one time, 10c.

French India Ink—1 bottle, by mail, 30c.; 1 dozen, by express, \$3.00.

Gillott's Double Elastic E. F. No. 604 Pen—A medium fine pen. 1 gross, 75c.; 1/4 gross, 25c.; 1 dozen, 10c.

Gillott's Principality No. 1 Pen—A very fine pen. 1 gross, \$1.00; 1/4 gross, 25c.; 1 dozen, 10c.

Oblique Penholders—One, 10c.



The profession has long considered A. D. Skeels one of its most expert members. Being of a somewhat retiring disposition, the work of his pupils is not known so well as that of his own. It was with a great deal of pleasure, however, that we were permitted to inspect the work of two dozen of his best business writers, and to note that he has the unusual faculty of being able to qualify his pupils to do almost as well as their instructor. The specimens sent us were accompanied by first specimens. The "before and after" effects were noticeable. In most cases the improvement is almost inconceivable. Mr. Skeels' methods are original and unique. While he has been a constant reader of the magazines, and especially the JOURNAL, and has sat at the feet, figuratively, of the leading teachers of the art, he has only used the methods of others in so far as to note in them a distinct improvement upon his own. True methods and constant and well-directed practice are bound to produce satisfactory results, and Mr. Skeels is the alchemist who can produce this magic compound.

J. S. Lilly, the successful itinerant teacher of writing, of Lile, W. Va., sends us some of the work done by his pupils which is very pleasing. It consists of shaded capital letters and movement exercises that would do justice to anyone. Some of the movement plates are equal to many of the exercises that have been published in our lessons. Mr. Lilly has been long engaged in the work.

St. Mary's Academy, Monroe, Mich., enjoys a national reputation for work done in business writing. Of the many specimens that we have received from pupils in that school, we have yet to find one that is not far above the average. The age of the pupil seems to enter very little into the matter, for they all write alike. Those who are unfamiliar with the product of foreign muscular movement writing hesitate to believe that young girls can ever acquire a strong and vigorous movement. Those who are of that opinion should get into communication with St. Mary's Academy, and they will be readily converted. Sister Mary Germaine recently sent to our office a package of specimens consisting of movement drills, notes, business letters and other varieties of product work which are beyond criticism. We notice that the age of some of the pupils is set down as eleven, twelve and thirteen years. We have shown these specimens to a large number of the visitors to our office and they have all praised the work in unstinted terms.

For twenty-five years Howard Champlin, instructor in writing in the Y. M. C. A., Cincinnati, Ohio, has been doing yeoman service in the cause of good writing and as proof that he is still on the up-grade, he has sent us more specimens of work done by his boys, which afford much satisfaction. Mr. Champlin has had a varied experience as a teacher, and brings to his class the fruits of his best thought. As well as being a successful teacher of writing, he is prominent in many other lines.

NEW PRACTICAL SPELLING

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WE have in preparation a new text-book on the subject of spelling, that will be a little better and a little cheaper than any good spelling book yet published.

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The words in each lesson are numbered from 1 to 25, and they are also in alphabetical order. The head line on each page contains an epigrammatic quotation from some noted authority on the subjects thereunder. At the foot of each page is a dictation exercise emphasizing the strongest points of the lessons above.

Besides being separately defined, the words are classified according to their meaning under about 75 heads, such as: Friends and Relatives; Pertaining to Schools; Vocations; Words Used in Business; Bookkeeping; Groceries; Dry Goods; Colors; Spelling; Oratory; Birds and Animals; Geography; Arithmetic; Grammar; Architecture; Important Verbs; Exercise on *ie* and *ei*; The Human Body; Character; Music; Flowers; Literature; Law; Science; Homonyms; Chief Cities, etc.

The characteristic force of the English language is dependent almost wholly upon its short words. To emphasize this truth, the first division of the New Practical Spelling contains 1,425 of the most important words of one syllable, graded and alphabetically arranged. This part of our book cannot fail to awaken great interest in these burden bearers of our mother tongue.

Many of the lessons are so grouped as to bring correlated subjects together, so the words of one lesson throw new light on those of another.

Webster's International Dictionary is the authority in spelling, syllabication, pronunciation and diacritical marks, and the Century Dictionary in capitalization. The index is complete as to both spelling and dictation exercises.

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THE WOMAN IN BUSINESS.

By NINA HUDSON NOBLE.



ECONOMY.

IF one would meditate at evening upon the moments of the day that had gone and how they had been spent, he or she might be surprised by discovering how many minutes and hours had been practically wasted.

Time is valuable and we can ill afford to part with it without some return. If you have five minutes, ten minutes, fifteen minutes, do not think the interval so trifling that you can throw it away.

Many girls have very little leisure time. Working practically all day with the exception of the noon hour and evening, they must learn to utilize each moment for their mental growth. Your recreation may be a change of labor. I know of one professor who, having bent over his books for hours, is mentally tired; he goes into his garden with hoe and rake and there exercises his physical strength, but gives his brain a rest. If he has worked long over his fruit and vegetables, he finds refreshment in his books. So it might be with you, young women. If your work keeps you indoors, spend your leisure moments out of doors and, if you are a pedestrian, you can learn much on your walks, if you but study the flowers, the trees, or the birds. Each day comes to you like Santa Claus with gifts in abundance for you. You can take them and thereby benefit yourself or you can pass them by, never to be offered to you again.

Marion Harland is a successful authoress just by a little economy in the matter of time. After her babes were in bed, she did much of her work. Charlotte Bronte is said to have written *Jane Eyre* on scraps of paper at odd moments.

When you lose a moment, an hour, or a day, you are losing not simply time; you are losing some chance of advancement, some added knowledge of the world's beauty, science or art.

Do not think, dear girls, that I would have you toil every moment. No, indeed. Nature demands complete rest and pleasure. But I want you to learn to get as much good into and out of every second of your life as was meant for you. Idleness creates weariness, ignorance and carelessness. Learn a language, take up some course of study in evening or correspondence schools; follow some course of reading; if you are musical, cultivate your voice or your talent by learning to play some instrument. By taking advantage of the odd moments your life will be broadened and enriched. While you are willing to spend all of your leisure in having a good time and nothing else and remain contented with a little learning, you will be like the frog in the well who can see nothing but the small circle of sky above. As soon as you devote the fleeting hours to thoughtful and concentrated study, you will climb upward and, like the frog at the top of the well, you will see how wide a horizon there is, how much yet you have to learn.

Gladstone, a man who mastered several languages by day, using the few minutes he could call his own, has said: "Believe me when I tell you that thrift of time will repay you in after life, with a usury of profit beyond your most sanguine dreams and that waste of it will make you dwindle alike in intellectual and moral stature beyond your darkest reckoning."

So much for the economy of time, but there is another economy which is a very vital point in the business career of a young woman, and that is, economy of money.

Many of you can earn money, but find it impossible to save any part of your earnings.

Saving, if not carried on excessively, is not miserliness. The New England rule of our forefathers: "To look out for the rainy day," is still a pretty good one.

You must learn early in life to deny yourself many of the frills and furbelows displayed in the store windows. Do not lavish your money in cheap wearing apparel and jewelry. Remember the best dressed people are the simplest dressed. Let your spending be uplifting; buy books; buy music; buy material to work with in a bookkeeping course, or for lessons in painting or wood-carving.

Economizing for a week once in a while is not economy. You must be systematic. If you know something is beyond your means, say that it is. Others will think more of you if you have the courage to deny yourself extravagancies rather than run in debt.

Many women by careful planning have been able to travel in their own and foreign lands, who could have as easily spent as much as their neighbors for little foolish items.

If you would have dollars you must save your pennies; but do not increase your hoarding just for the sake of the metal; have some worthy object in view. Start a bank account. Increase it by little and you will be surprised to see how the amount increases with the interest alone. The spirit of independence and diminishing of poverty have been in marked evidence since the introduction of savings banks.

You can be liberal and not lavish; you can be economical and yet not penurious; you can be of saving disposition and not miserly.

If you use sound judgment and good common sense in your spending you will have finished the week with a surplus of your salary yet remaining.

If you are a business woman, be practical, be business-like in your smaller personal dealings with others and in the managing of your salary for "as much wisdom can be expended on a private economy as on an empire."



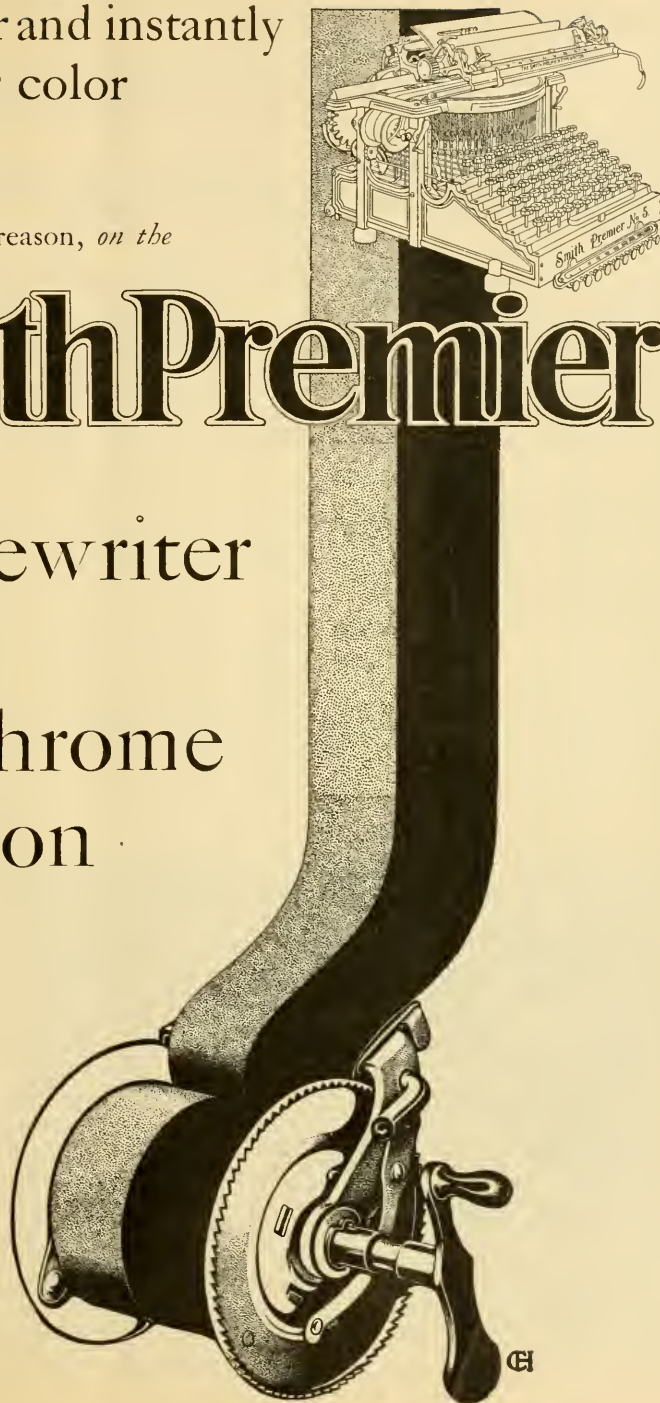
Flourish by I. S. Preston, Tompkinsville, S. I.

Touch a lever and instantly
write another color

for emphasis
for display
or any other reason, *on the*

Smith Premier

Typewriter
with
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Ribbon



Ribbons inked for
copying and record are
used largely by
Banks, Insurance
Companies, etc.

IN OLDEN DAYS.

245 Huron St., Detroit, Mich.,
Aug. 16, 1902.

Messrs. J. & R. Holland,
371 St. Clair St.

Gentlemen:—Having just finished the course at the high school in this city, and desiring to engage in a mercantile business, I reply to your advertisement in this morning's Herald.

I think I could serve you in the position mentioned and I should be glad of an opportunity to try.

I can furnish references if you require them.

Very respectfully,

James B. Young.

Copy Book Script, Shaylor & Shattuck Series, Published by Ginn & Co., Boston.

The old saying that "there's nothing new under the sun," has just had another illustration. In a recent letter of Mr. I. N. Ford, the accomplished London correspondent of the *New York Tribune*, we find the following, which will be of especial interest to students of shorthand.

Professor Flinders Petrie's fresh spoils from ancient Egypt are exhibited at University College, and are unusually varied and interesting. The most artistic treasure is a gold statuette of singularly delicate workmanship, which was dug out of the earth at Ehnasya, where it had lain for ages. It is a statuette of Hershefi, a ram-headed god of the Twenty-third Dynasty. This was found sixty miles south of Cairo, and was modern in comparison with the objects collected near Thebes, where a burial place of the Eleventh Dynasty was explored. The visitors at the college lecture rooms are brought into touch with the fashions, ornaments, and even the cooking of an age 2,500 years before the Christian era. Here are the silver bangles worn by an Egyptian lady; the beads of a necklace which went with the bangles; the mummied arm which fastened them, and the brown stain of henna clinging to the tips of the finger nails. Here is a three-cornered loaf of bread, which came from the oven forty-three centuries ago, and when the lid of the case is raised there is still an odor of burned meal lingering there. Nearly all the papyrus relics date from the third century of the Christian era, and, while that is a far cry from the Theban loaf of the Eleventh Dynasty, there are curious revelations in these comparatively recent scrolls.

One papyrus contains proof that shorthand is a good old art. It is a contract for the apprenticeship of a shorthand writer. The tuition was to cost as much as 120 drachmae, and this sum was to be paid in three instalments, the last one when the apprentice could write freely at dictation and read the notes at sight.

It is obvious that the struggles of the ancient students of the art of stenography had "troubles" which closely resembled those of modern workers in the same field. The division of the tuition into instalments was a provision which might work to the detriment of some of our present teachers, especially in view of the stipulation that the student must be able to "read the notes at sight" before making the last payment.

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I have four other young people about ready for commercial and shorthand teaching positions, and as I desire to have them register with you I wish you would send me the necessary blanks. As I frequently train young men and women for commercial work, I shall have them all register with you.

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[Type of letter that, unfortunately, is not unique in our experience. Verbatim copy from our Letter-Book, April 4, 1905.]

Dear Sir:

We are just in receipt of your application for employment as a commercial teacher, with our contract blank duly signed and proper enclosure for registration. After examining the same very carefully—"Let's be Frank"—we find that your blank is filled out in such a way that we should not feel justified in recommending you for a position at the salary you require, \$1,000. To start with, you give penmanship as your specialty. The writing on your application is rather crude. Then on Question 1 about schools you have attended and for what terms, you mention one school only and say nothing as to the extent of your attendance. You give as references "H. B. Brown, Valparaiso, Ind.," and others, without indicating in the least their relations to the community, professional, commercial, or otherwise. Of course, WE know that H. B. Brown is at the head of the Northern Indiana Normal School, and we know also the business connections of some others who are included in your references; but why don't you state these facts in your application? Why leave it to us or to your prospective employer to GUESS? "John Smith, Chicago," as a reference, is ridiculous. "John Smith,

President Ninth National Bank, Chicago," as a reference, would be a powerful factor in clinching a position for you.

In the section covering what we may call essential personal data, you forgot to give your age—although this is expressly called for in our printed form, and there is not one chance in a hundred that a school proprietor would employ you without being informed on that point.

We mention these facts in no spirit of captious criticism, but merely because we are striving earnestly to furnish schools that rely upon us with business teachers who are not mere theoretical expounders of commercial texts, but have a practical knowledge of the actual business requirements of to-day and consider it important to practice in their own affairs what they preach in the school room.

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FRANK E. VAUGHAN, Manager.

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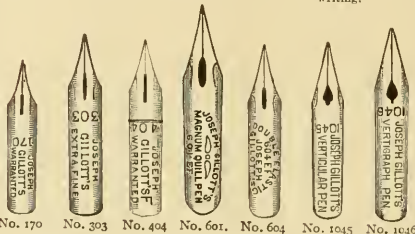
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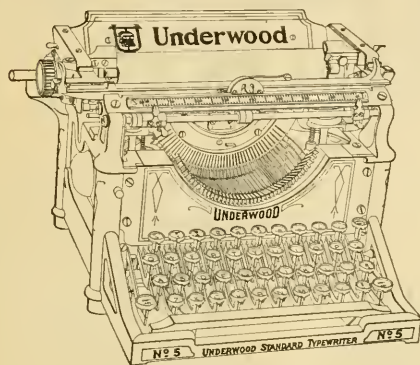
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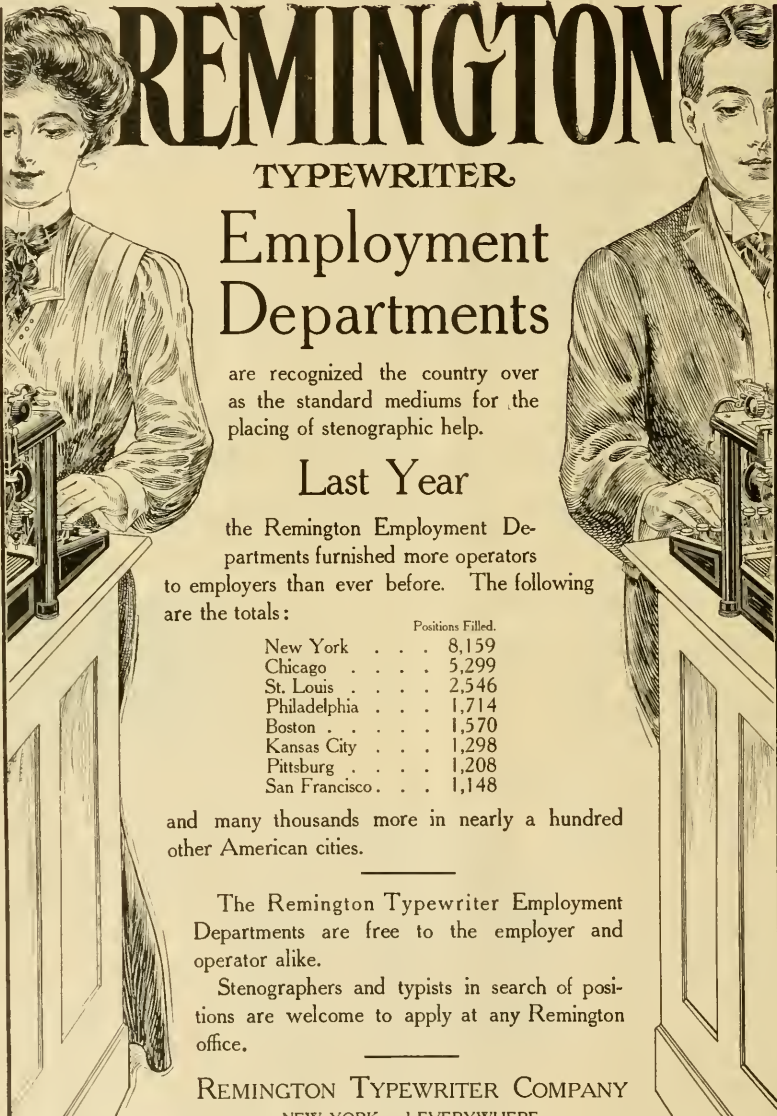
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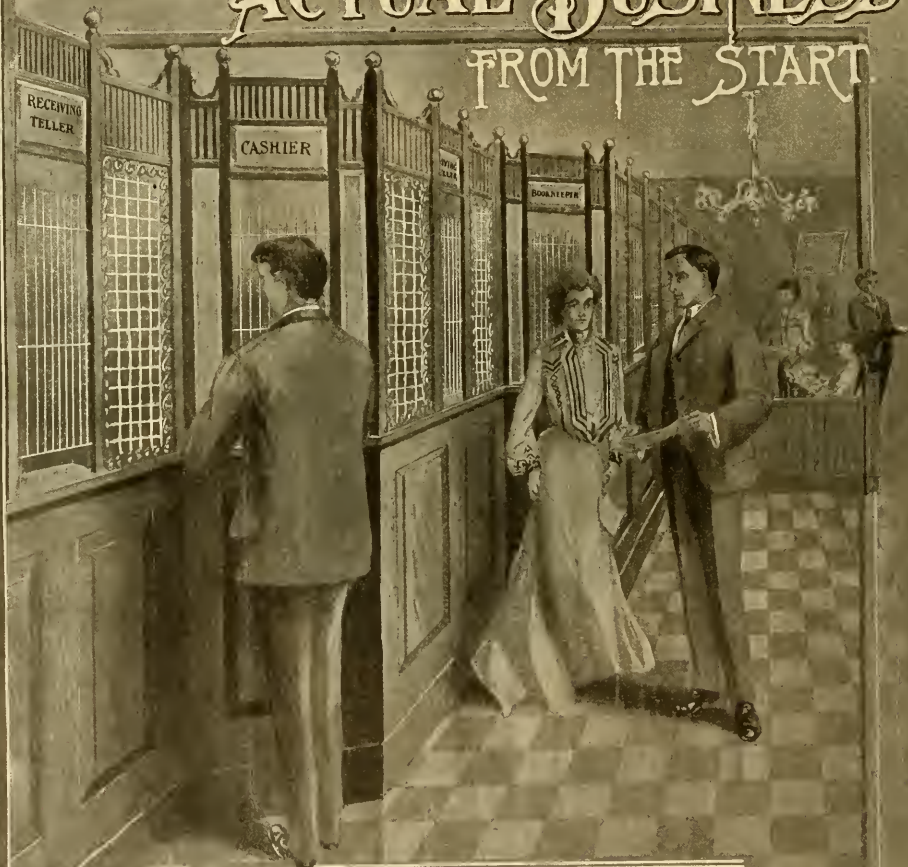
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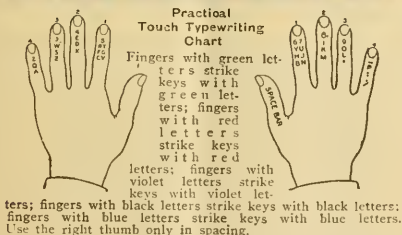
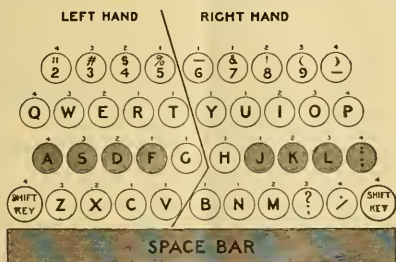
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Correspondence invited.

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101 East 23d Street, New York

THE PENMAN'S ART JOURNAL

TWENTY-NINTH YEAR.

JUNE, 1905

D. T. AMES, FOUNDER AND CONTRIBUTOR

There is no accomplishment a young man or woman can possess equal to a good handwriting. Beautiful penmanship is the key to the favor of business men, and those who acquire it are sure to be wanted in business!

AFTER THE DIPLOMA—WHAT?

Like the old, old story, ever new, is the annual Commencement Day. Each year it is a new army of young men and women that comes upon the platform, bids farewell to the past, and makes its bow to the world. If they have thought that it is inappropriate to call this day, of all others, Commencement Day, they are soon to learn that they have been mistaken and that the day richly deserves the name it bears.

In the early days of June, thousands of young men and women will mount the platform with feelings of mingled fear and confidence—fear because they are facing the world in a new capacity and do not know just how to conduct themselves in order that they may appear to the best advantage; confidence because they know what they have achieved, and believe their past success is but a foretaste of that which shall come to them in the future.

The fear is natural, and if they have studied hard and well the confidence they feel in the future is justified. Man may not be entirely the architect of his own destiny, but he at least has an equal chance with environment and heredity in the shaping of his own career. And there is nothing more necessary to the young person who would succeed in the more serious struggle of life than confidence—not that confidence which might cause fools to rush in where angels fear to tread, but the confidence born of a knowledge of one's own powers and limitations, of one's own strength and weakness.

The world will welcome the graduate, even though it may pretend to sneer, not because of the certificate of proficiency so carefully tied up with a blue ribbon; not because of the flowers scattered about so profusely; not because of the easy, self-confident manner in which he or she disposes of questions that have perplexed statesmen and scientists for a century; but because this young, optimistic blood is needed in the great, rushing business and professional world. Without these youthful ideals constantly being brought to the fore this old sphere of ours would eventually become a sorry place in which to live, for the best of us are prone to lose sight, in time, of the snow-capped peaks in the distance, as we bring our attention to bear more and more closely upon the material things that compass us on every side.

So we would add our portion to the floral tributes showered upon those visions of loveliness and specimens of enthusiastic manhood who claim the month of roses for their own. May the flowers they pluck in later years be free from thorn, and may they ever face the future full of hope as when they stand upon the stage, their school days but a memory, the future bathed in all the glory of a morning's sun.

THE JOURNAL has been to considerable pains to secure expressions from a large number of superintendents throughout the country relative to writing in the public schools. From the number and character of replies received it would seem that teachers in general are fully alive to the importance of the subject; that they are interested in that branch is shown conclusively by the statements of many that the work in the writing classes is far from satisfactory.

After going carefully through the replies one must notice that, while the vertical systems seem to have many adherents, there seems to be less confidence in its results than when the semi-slant or slant systems are used. The number of high schools in which writing is taught is deplorably small—in fact, almost no attention is paid to it in any save the commercial high schools. In a number of instances the superintendents, in making their replies, have expressed their regret that writing was not generally taught in the high schools. In several cases changes have recently been made from the vertical to the slant system because the former had proven itself to be an entire failure. None of the schools in which the slant or semi-slant systems are used seem to have contemplated turning to the vertical systems for relief, even though they may have felt that the results obtained were not entirely satisfactory.

Another thing that will be noted is that in a number of cases copy books have been entirely eliminated. It is doubtless difficult to make satisfactory progress without the copy book in schools where no special teacher of writing is employed, or where there is not someone on the regular staff of instructors competent to give instruction in business penmanship.

THE JOURNAL feels that the effort expended in securing these expressions has been amply justified by the valuable information it has thereby been enabled to obtain.

The Penman's Art Journal

PUBLISHED BY
THE NATIONAL PENMANSHIP PRESS
203 BROADWAY, NEW YORK.
HORACE G. HEALEY, Editor.

TWO EDITIONS.

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THE PENMAN'S ART JOURNAL, News Edition. This is the regular edition with a special supplement devoted to News, Miscellany and some special public school features. Subscription price, \$1 a year; 10 cents a number.

All advertisements appear in both editions; also all instruction features.

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Subscribers wishing to have their magazine sent to a new address should notify us promptly, giving the old address and specifying the edition, whether News or Regular. Notices must be received in advance, that all copies may be received.

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THE TEACHER AND THE BUSINESS MAN.

It is something for a man who has been in business for years to change himself into a successful educator, and it is likewise interesting to follow the career and note the success of a man who has spent eighteen years as an instructor and then undergoes a transformation which makes him a business man.

For nine years C. R. Rogers was in the employ of an express company, in touch as men in few other positions are with the business pulse of the country. He could decline a claim, trace a missing package or bill out a shipment with equal facility. He was not a failure, but a success. Yet one day he felt that his life was narrow and in looking out for a broader field he saw that there was a demand for business men in the educational world. To-day he is instructor in the Henley Business School, Syracuse, New York. He has charge of what is known in that school as the Department of Transportation. As a business man he has learned that there are many things a young man might be taught in school which would be of great benefit to him in the struggle for business supremacy. He has learned that where a man must begin, as a boy, at the bottom of the ladder, in a railroad or express office, he has a long, hard climb before him ere he reaches a position of responsibility. So he has felt that there is a demand for a department in schools which will, to a certain extent, take the place of these years of drudgery, helping him, perhaps, to eliminate some of the tortuous curves around which the embryo business man must pass in order to reach the desired goal. Mr. Rogers hopes to train men so they will succeed because they have deserved to succeed, and he says:

"I hope to see a class of agents and operators who will give the railroads better service, and by so doing will receive better pay—which they will receive as soon as they 'make good' and not before. A \$75 per month minimum is all right, but give the railroads value received and you can be sure of being on the payrolls for this amount—not before."

In Philadelphia is a man who disproves the theory that citizens of the Quaker City lack energy, for he is the embodiment of it. W. J. Amos spent eighteen years in the educational field, and he was one of the leaders in his profession. Looking out of his school room he could see scores of his ex-pupils drawing salaries that an educator could never hope to win. So, at the end of nearly a score of years, Mr. Amos walked out of the school room, as a teacher, for the last time, and entered the employ of a life insurance company. Of this change he says:

"I am in the land of living, not only living, but living well. I have but one regret, as I look back over eighteen years of school work, and that is, I did not enter life insurance work eighteen years ago."

If Mr. Rogers is an educational enthusiast, Mr. Amos is a business enthusiast. He continues:

"Insurance is a magnificent study, and if I had my way every commercial school would give at least an elementary course of study in it. I shall make insurance my life work, because the field is unlimited and because it is profitable to both the insured and the insurer."

That the insurance field is a broad one cannot be denied. Year after year it draws men from other professions. It is no longer regarded as a speculation—it is a business investment. So we find Mr. Amos, free from the crayon and blackboard at last, renewing his youth in the life insurance business, and we find Mr. Rogers, relieved of the monotonous routine of transportation office work, eager to impart to others by precept the knowledge he was compelled to acquire by experience. There is no reason to doubt that Mr. Rogers is a better educator because of the years he has spent as a business man, and it is equally probable that Mr. Amos will do better work in the life insurance field than he could have done had it not been for his long career in the school room.

The admirable review of "The History of Writing" which appeared in our last issue has attracted a great deal of attention. It so interested THE JOURNAL force that we arranged to procure a set of the history which is published in four large volumes. We have in our office all the well-known histories of writing, but can truthfully say that not one of them is to be compared with the work of Dr. Williams. Unfortunately for the publishers, but not so for those interested in the bibliography of writing, the work can be procured for something like 50 per cent. of the intended selling price, and we earnestly urge all teachers and others who feel a desire to possess this monumental work to write to the publishers, Messrs. Merrill & Baker, 11 East Sixteenth street, New York. Should any of our readers desire us to do so, we should be pleased to secure this work for them.

THE NEWS EDITION.

There are a thousand and one (1,001) people, more or less, we say considerably more, teaching writing and commercial subjects, who are, in a measure, not accomplishing the results they ought, therefore, wasting their time and wasting their opportunities.

At this point you are asking what is it that sets itself to guide me away from "wasted time" and wasted opportunities? We'll answer you frankly. We are the *News Edition* of the PENMAN'S ART JOURNAL, of thirty years' experience in this work. Do you think there is nothing one man can tell another about teaching or writing? Just send a dollar for your subscription and get twelve numbers of the *News Edition* of the PENMAN'S ART JOURNAL, and judge then—not now.

Write—not to-morrow—to-day.

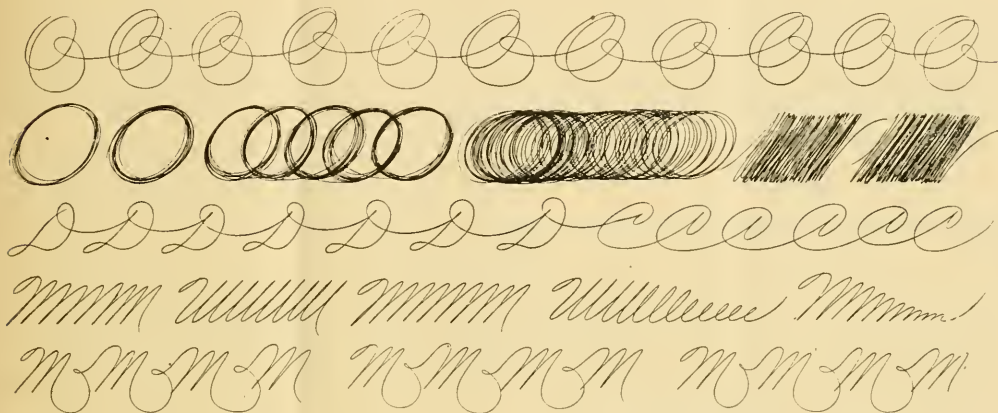
THE PENMAN'S ART JOURNAL,
203 Broadway, New York.

Rapid Business Writing for Beginning Pupils.

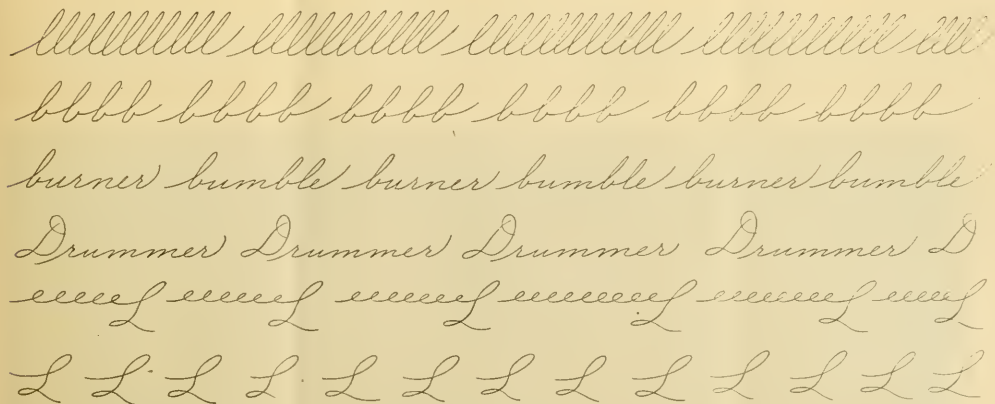
By L. E. STACY.

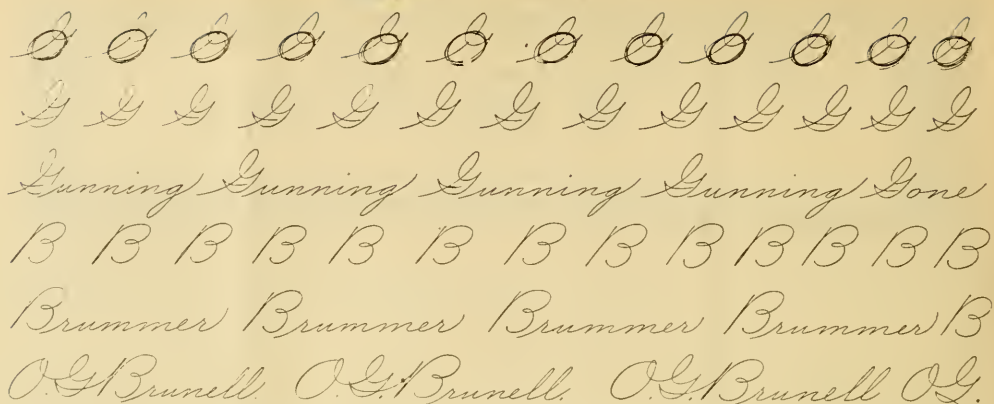
Salem Commercial School, Salem, Mass.

These exercises are valuable as movement work. It will pay you to practice all of them until you have no trouble with the formation of the different letters. Unless your movement is exceptionally good, you will have more or less trouble at first in getting the form of the letter. Persevere on the different exercises until you can make them easily and rapidly.

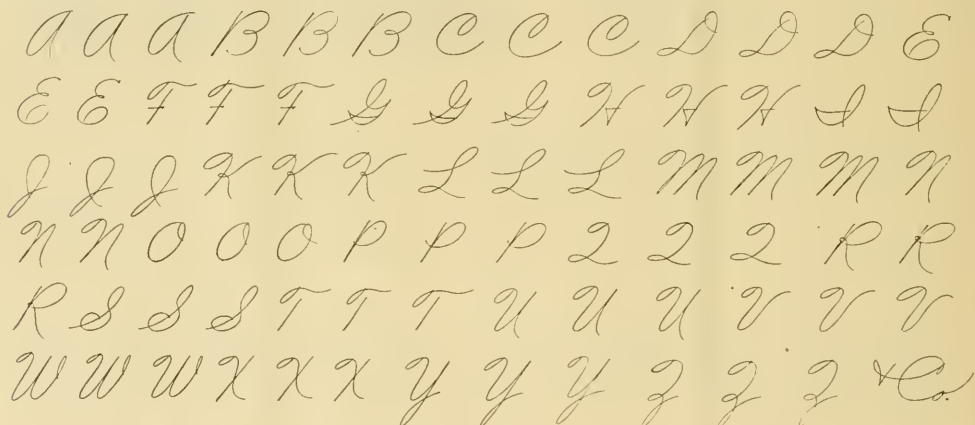


The "b" is one of the most difficult letters that we have. Try and keep the loops even at the top, and watch the finish of the letter carefully. Note that it is finished the same as the "v." Write the words "burner" and "bumble" until you can write them easily, watching formation and spacing. The word "drummer" will give you good practice, and you should work on it until you see some improvement. Capital "L" is usually very difficult, and it will pay you to put considerable time on this letter.



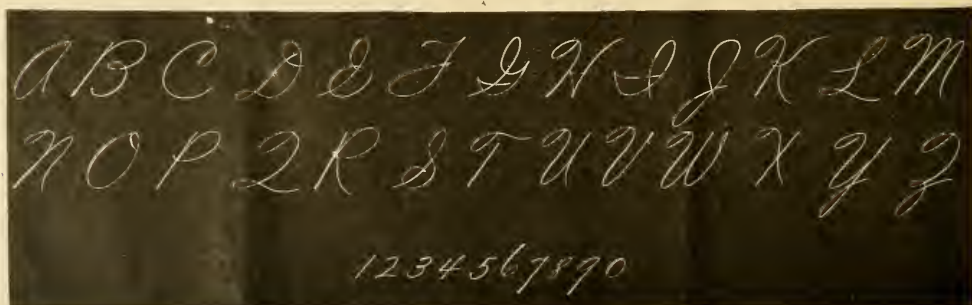


The first line will prepare you for the "G"; in making this letter slant the up stroke quite a good deal. Most students make it too straight. The "B" should not prove difficult for you at this time. Write the words given until you can write them easily and rapidly. The combination in the last line will require plenty of practice as it is not an easy combination unless you have a good movement.



1234567890

This will give you a review of the capitals. You will find it somewhat difficult to write them in the order given and at the same time keep them smooth, spacing even, and letters uniform. In this plate you will have material for several weeks' practice, and the skill you will acquire from the practice of this plate will prove invaluable to you. You must practice carefully and systematically all the copies given if you wish to secure results.



Herewith I Present a Set of Capitals Arranged Consecutively.

Department of Higher Accounting

By R. G. LAIRD,

Instructor in the High School of Commerce, New York City

Dr. Johnson says: "Bookkeeping is an art which no condition of life can render useless—which must contribute to the advancement of all who buy or sell—of all who wish to keep or improve their possessions—of all who desire to be rich—of all who desire to be wise. Let no man enter into business while he is ignorant of the method of regulating books."

In this department it is my purpose to present to my fellow teachers a few of the forms and methods so common to the office of the public expert accountant, but more or less unfamiliar to the layman, and to endeavor to point out some weaknesses that exist, as far as I have been able to learn, in all our text books and nearly all our business schools, both public and private.

Realizing from my own experience how difficult it always has been to secure an insight to the field of higher accountancy, and knowing how eagerly a great number of earnest teachers are looking for additional light and advanced ideas on their chosen subject, I believe this department will be welcomed by many. It was with similar thoughts that I secured Frank Broaker to give a "Lesson in and a Lecture on Higher Accounting" at the recent meeting of the Eastern Commercial Teachers' Association, and from the interest shown then, and evidenced later by letters and personal inquiry, I have induced Mr. Broaker to furnish those publications that cared to use them copies of his solution to the problem presented at that time. Under those conditions, and not because it is ideal, I make it the subject of my first article, and below present the proposition, while on another page may be found a *pro forma* trading and profit and loss account.

In this day of close business competition the use of a scheme of percentages, whereby various features of one period may be compared with similar features of other periods, has become a necessity. It is not enough to know there has been a profit, but the essential fact is, has the profit been all the business will safely bear. Cannot the expenditure be reduced even a small amount without any lessening of the quality of service? Cannot an article of lower value be used in selling or in manufacturing, lessening the present cost without a reduction of benefits in the long run? These and other questions present themselves and their answer frequently lies in the tables of comparison.

The man of affairs sits with his finger on the pulse of the business, and if the accounting system properly reflects results, he has decided advantages over his competitors whose books are kept in a less modern manner.

The Trading Account, a section of the general profit and loss account of a mercantile concern, is intended to show the cost as against proceeds of the trading of goods. It is charged with the inventory at the beginning of the period and the purchases during the period, from the sum of which are deducted any allowances made to him on account of those purchases, along with the goods returned to creditors. It is also charged with "freight inward" as distinguished from "freight outward," which is not a cost in the same sense, but is a matter connected with management. From this is taken the present inventory, which leaves the "cost of sales."

The Trading Account is credited with the sales for the period, less goods returned by and discounts allowed to customers. We now have the cost compared with the proceeds,

and, presuming the latter is greater, the balance will represent gross profit from trading.

In this instance the correct rate per cent. of gross profit is 32.7511—but it is a matter of fact that many business men erroneously use the sales as the base, in which case the per cent. would be 24.6711. If the latter plan were consistently followed, possibly little injury might follow, as the main idea of securing an index over a term of years would be attained.

A careful study of the remaining sections of the accounts is, I believe, self explanatory, and will serve as a general model for those who desire one to work from.

It is believed that these accounts set up in handwriting will find more favor with the readers of the *PENMAN'S ART JOURNAL* than if they were set up in type or were engraved from typewritten product, and our next number will contain the balance sheet called for by the same proposition, presented in a similar way, with a plea for a change from the usual text-book plan.

PROBLEM.

Telford & Martin began business January 1, 1903, and at the end of the year the following trial balance was submitted:

TRIAL BALANCE, DEC. 31, 1903.

William Telford.....	\$15,000
Samuel Martin	15,000
Merchandise account	\$12,000
Cash	1,300
General expenses	400
Office salaries	6,500
Wages: shipping clerks, porters, cartmen, etc.	1,500
Accounts receivable	20,000
Discounts	1,500
Horses and trucks.....	1,000
Horse feed, stable charges, etc.....	300
Traveling expenses	3,000
Interest	200
Bills payable (firm's note, discounted at 5 per cent., due Feb. 1, 1904).....	10,000
Rents	1,500
Furniture and fixtures.....	500
William Telford, drawings.....	3,000
Samuel Martin	3,000
Accounts payable	15,000
Bad loan	750
Stationery and printing.....	250
Profit on sale of bonds.....	1,700
	<hr/>
	\$56,700 \$56,700

An analysis of the merchandise account showed debits: Inventory, Jan. 1, 1903, \$15,000, purchases \$76,850, returns \$1,500, freight on purchases \$900, freights on sales \$250. Credits: Sales \$79,000, returns \$2,000, allowances \$1,500.

The inventory, Dec. 31, 1903, showed cost \$32,000, valued at \$29,000. The partners are allowed 6 per cent. on capital; and salaries, which were drawn and charged to office salaries, viz.: Telford \$3,000, Martin \$2,500. Allowances are to be made as follows: 5 per cent. for doubtful debts, 10 per cent. for depreciation on horses and trucks and furniture and fixtures.

Prepare balance sheet and necessary accounts for presentation to the firm.

Dr. Trading and Profit & Loss Accounts — 1st January to —

1903

— Cost —

Jan 1	To	Stock of Goods per Inventory			15000 -
Dec 31	"	Purchases for year	76850 -		
		Less			
		Returns	2000 -		
		Allowances	1500 -	3500 -	73350 -
"	"	Freights inward			900 -
					89250 -
		Deduct			
"	"	Stock of Goods per Inventory			32000 -
"	"	Balance being gross profit carried down			57250 -
					19750 -
					76000 -
		Trading Expenditures			
"	"	Wages, shipping clerks, porters, cartmen, etc			1500 -
"	"	Traveling Expenses			3000 -
"	"	Freights outward			250 -
"	"	Horse Feed, Stable Charges, etc			300 -
"	"				5050 -
"	"	Balance, net profit on Trading for period, carried down			13750 -
					18750 -
Dec 31	To	Bad Loan			750
		Management Expenditures			
"	"	General Expenses	400 -		
"	"	Office Salaries	1000 -		
"	"	Stationery & Printing	250 -		1650 -
		Fixed Charges			
"	"	Rents			1500 -
"	"	Balance, business profit, carried down			11500 -
					15400 -
		Reserves			
"	"	Accounts Receivable 5%, 20,000 -	1000 -		
"	"	Horses & Trucks, Depreciation 10%, 1,000 -	100 -		
"	"	Furniture & Fixtures 10%, 500 -	50 -		
"	"	Stock of Goods, Inventory cost 32,000 -			
		value 29,000 -	3000 -		4150 -
		Partnership Adjustment			
"	"	Partners' Salaries Telford, 3000 -			
"	"	Martin, 2500 -	5500 -		
"	"	Interest, on Capital			
		Telford 1 year 6%, 15,000 -	900 -		
		Martin 1 " 6%, 15,000 -	900 -		
		on Bills Payable (10,000 -) 200 -			
		Less			
		1 mo. prepaid 5%, 4167 15 33	1958 33		71458 33
					11608 33

— 31st December 1903. —

Proceeds

Dec. 31	By Sales	for year			79000-
		Deduct			
	Returns		1500-		
	Discounts		1500-		3000-
"	"	Balance brought down			76000-
					18750-
Dec. 31	By	Net Profit brought down.			18750-
"	"	Bond Sales profit			13700-
					1700-
"	"	Business Profit brought down.			15400-
"	"	Wm Telford one half loss			11500-
"	"	Samuel Martin.	5416		
			5417		10833
					1160833

ANNUAL MEETING OF THE E. C. T. A., NEW YORK, APRIL 20, 21 AND 22.

BUSINESS SECTION.

Friday P. M., April 21.

For the Business Teachers, the program committee arranged three general numbers. The first was a Symposium on Penmanship, every teacher on the program being present. This period was, by unanimous consent, considered one of the most interesting and helpful features of the convention. The different numbers were as follows:

(a) Obstacles That Lie in the Way of Securing Better Results—Chas. E. Doner, Supervisor of Penmanship, Beverly (Mass.) Public Schools.

(b) Importance of Form and How It May be Secured—C. G. Price, Teacher of Penmanship in Sadler's, Bryant & Stratton Business School, Baltimore.

(c) Developing Movement—C. A. Stewart, Commercial High School, Brooklyn.

(d) Position—A. D. Skeels, Temple College, Philadelphia.

(e) Practical Application—A. J. Gleason, President Drake Business Schools, Jersey City.

(f) Importance of Good Signatures—W. J. Kinsley, Hand-writing Expert, New York.

Mr. Doner gave an earnest talk on the troubles that beset the supervisor. Position—proper, comfortable and healthful—this is the first thing. He stated that he could see no reason why this problem could not be met and solved in the first grade in school.

Movement—free, full and elastic—this is the next item in the catalogue of essentials. And movement should begin as early as the fourth and fifth grades.

Properly trained teachers—this is the most important of the three. Our teachers in the public schools should be able to place good copies on the board, be able to write well themselves, and their pupils will soon be brought into line.

Mr. Price believes in giving pen-written copies and plenty of them. He stated that the best results he ever obtained came from placing a good copy in the hands of each pupil. Good business forms, Mr. Price believes, conform as nearly as possible to the printed letter.

Mr. Stewart handled the movement question in his usual forceful manner. He said:

"I believe there will be no dispute that all movement drills should have for their object the development of what is commonly termed muscular or forearm movement. Of how much finger action is advisable or permissible it is not my province to speak.

"A teacher of penmanship should understand the difficulties to be overcome and the end he has in view, and should plan his lessons and carry them through always with that end in mind. Now, bad penmanship as well as good, is produced by a sort of reflex action; of course, not such reflex action as the muscles of the chest and diaphragm in breathing, or those of the heart in pumping blood, but such reflex action as a physiologist would term 'educated imitation of true reflex action.' If one closely observes the actions of a child learning to talk, to walk, or, later on in its development, learning to play a musical instrument, he will not fail to note that the entire mind, and a great many more muscles than are necessary, are engaged in the exercise; hence, the accompanying movements of the muscles of the face and body. No teacher of penmanship has failed to note this, and so strong are these sympathetic movements, that one of acute perceptive faculties could by close observation determine the character the child is forming without seeing them; by noting only the facial and bodily appearances. The nerve currents intended to direct the muscles of the arm are so intense that they diffuse and operate other muscles besides those required

for the actual work. The less the skill and the more intent the learner is, the greater will be the diffusion. But the sphere of nerve and muscular activity is soon confined and narrowed to the exact movements required. The tongue no longer causes the cheek to bulge when the capital stem is formed, nor do the eyebrows raise or fall as a loop is made above or below the base line. And whether the characters are crude and ill-formed, or well-proportioned with some of the elements of beauty, the mind for the most part is not conscious of directing the movements of the hand. It is secondary reflex action, whether the letters are good or bad.

"I believe we should have three objects in view in movement drills. First, to develop secondary reflex action of the muscles of the upper arm. Second, to perfect the acquirement of clean, smooth, strong lines of various lengths and executed rapidly in different directions. Third, to train the eye to observe correct proportions and arrangements. A careful gradation should be observed so that the interest will increase as the lesson or drill proceeds, hence the driest part should be put first."

"Back to Nature," was the slogan of Mr. Skeels.

"In the discussion of penmanship, we hear a great deal about the natural. Natural size, natural slant, natural length of loops, natural position—and more than all the others, of natural writers; entirely overlooking the fact that writing is wholly an acquired art. Yet nature does play a part in writing the same as in all other achievements of life; but she must work through the one great gift she has bestowed exclusively upon man—intelligent reasoning power. With this faculty man has steadily developed, always progressing, ever nearing the perfection that nature has planned but which no man has yet seen.

"We look upon all that is beautiful, graceful and harmonious, all that seems to us perfection; as being natural, because we believe that to be the aim of nature. So when we see a person producing these results, we exclaim, 'O! it is perfectly natural for him to do it.' But those who have become skilled in any art, work or profession, know full well that their success is the result of using the reason that nature has bestowed upon them to discover and use her laws along the particular line of their development. So in writing, we must discover the laws of nature and follow them so far as possible.

"As the subject of position has been allotted to me, the query arises: Is there a natural position for writing? If there is it must be a perfect position; nothing cramped, twisted or distorted, from the form in which nature molded us. A position that allows a perfect freedom of the arm and control of its movements; that inflates the chest, quiets the nerves and promotes digestion; for all of these are necessary to produce good writing. Such a position and no other I would call a natural one. While rapid and legible writing may be done in other positions, such positions are forced by conditions and circumstances, and are not to be recommended nor taught. To illustrate my idea of a natural position, I place in order of importance: first, the position of the body, then the arms, next the paper, then the hand and pen. Sit facing the desk, with body straight, but leaning slightly forward, and with the feet on the floor in front of the body. Place the arms on the desk, with the elbows resting equally at the edge of the desk and not more than six inches from the sides of the body, with hands meeting in front, with palms down. Place the paper in such a position under the hands, that, the straightening of the arm would swing the pen along the line to be written upon. This I consider to be the vital point for easy writing, for nearly the whole tendency of movement is along the line; the ratio along the line to the movement up and

ANNUAL MEETING OF THE E. C. T. A., NEW YORK, APRIL 20, 21 AND 22.

down is about 28 to 34—the average being one-fourth of an inch in height to seven inches along the line.”

“I advocate placing the palms down for four reasons. First, it permits the arm to rest on the bunch of muscles in front of the elbow, which is the basis of the arm movement, instead of resting along the ulna bone and on the side of the hand. Second, it gives but two points of contact—on the desk at the elbow, and the tips of the fingers on the paper, causing the least possible friction in movement. Third, it permits the pen to come in contact with the paper without twisting or distorting the hand, allowing it to remain in a natural position. Fourth, it changes the position of the elbow joint which makes the straightening of the arm a natural movement along the line, instead of a downward movement as would be natural if the hand were turned on the edge. The natural position for holding the pen would be in the full hand, as a child would hold it; so we must get as near to that as possible by partially closing the hand, and allowing the holder to come between the thumb and the side of the hand just below the lower joint of the index finger, and extending across the roots of the nail of the second finger, and held so that the hollow of the pen faces the direction in which the down strokes are drawn. Such a position as I have described is the only one that will permit of the highest development of the art of writing, because it is the natural one, and effort along any other line will only doom the worker to disappointment and failure. I have had some students who would not follow my instructions regarding position, and they were all failures in writing. On the other hand, during all my experience in teaching, I never knew a student who wrote in this position and followed instructions who failed to become a good writer, or at least, to make a creditable improvement, which is just as sure to follow as the rising of the sun, for it would be against the laws of nature not to do so.”

No one is better fitted to emphasize the importance of a “follow-up” system in teaching writing than is Mr. Gleason. He received hearty applause when he stated that all teachers who required written work from their pupils were teachers of writing. We have noticed that those schools where the teachers back up the writing master by insisting that all prepared work be up to the standard are the schools which are turning out the best writers. Good penmanship is not for the class room only. It is for the work in English, in Arithmetic, and especially on the books.

Mr. Gleason said in part:

“In the practical application of penmanship the necessity of neatness and of carefulness, together with an eye for arrangement, are of paramount importance. These virtues must not be lost sight of, and are to be kept in mind not only by the special teachers of penmanship, but also by the teachers of each and every department in the school. I hold that all teachers who require written work from their pupils are teachers of penmanship, and are responsible for results. Students should be made to understand that every written preparation for class work, no matter whether it be English, shorthand, spelling, or arithmetic home work, is a drill in penmanship.

“I believe in pushing the practical side of penmanship from the very start in all departments, but as a rule the commercial department is the only one in which any special attention is given to that subject, therefore I will confine my further remarks to the work of the business end. Do not permit a student to have ruled blank books in which to write-up his bookkeeping, but insist on his ruling all paper, with the possible exception of the ledger. Ruling is an important factor in practical penmanship. When he has completed a set, see that it is properly corrected and returned to him to be re-written if necessary. At this time urge him to do his very

best work, with the understanding that later, when his penmanship is of the required standard, he is to be given an up-to-date set of ruled blank books in which to copy his work. Always have an accurately written copy on the black-board as a constant reminder of the standard which he is to attain.

“In our correspondence, or letter writing, we teachers have a splendid opportunity of coercing that which is practical in penmanship so as to be sure to put on the pressure. Students are anxious for the time to come when they are to enter the business world, the greatest of universities, to acquire experience and earn a salary, and I believe in putting excessive emphasis on the educational and on the earning power of penmanship. Call attention to how a neatly written and well arranged letter of application wins the heart of the business man who needs office help, and how, other things being equal, he decides in favor of the good penman.”

Another member fully qualified to discuss the subject assigned him was W. J. Kinsley, the handwriting expert. As Mr. Kinsley spends a great deal of his time in solving enigmatic signatures, and in other ways sees that right prevails and wrong is dethroned, he may be excused if he should seem to be somewhat enthusiastic on this subject. “Avoid the fanciful and eccentric signature if you would be safe from the attack of the wily forger. The easiest signatures to imitate are those that consist of a score or more spasmodic vertical lines, transversed by one-half as many horizontal ones. The forger can fool the bank clerk on this proposition every time, and he can fool anyone else who relies entirely upon the ‘pictorial effect.’”

Part II. of the Programme: Show Card Writing.

F. S. McGuigan, Principal of the Business High School, Pittston, Pa., then read a paper on the importance of including this subject in the Commercial Course. Mr. McGuigan urged with great force a close adherence to practical subjects, and showed that by a proper investigation of the needs of the business world, commercial schools would be impelled to include in their courses of study many subjects now considered unimportant.

Mr. McGuigan had with him a large display of the work done by his pupils, all being of a very creditable nature.

Part III., Accounting:

(a) A Lesson in and Lecture on Higher Accounting—Frank Broaker, C. P. A., New York.

(b) Do Our Courses of Study Contain Too Much Bookkeeping and Too Little Accounting—R. L. Long, Packard School, New York City.

These numbers will be discussed in our Department of Higher Accounting.

Recess.

Saturday A. M., April 22.

Two topics of special interest were down for discussion at this time:

1. Short Course in Transportation Accounting for Business Schools—C. R. Rogers, Henley Business School, Syracuse, N. Y.

2. Some Features Requiring Special Emphasis in Teaching Bookkeeping—W. B. Wilson, Teacher of Bookkeeping, in Wood's School, New York City.

Mr. Rogers' talk was enthusiastic to a degree. Railroad maps were hung on the walls, and as far as possible the teachers were permeated with the spirit of the typical transportation man.

We shall have more to say regarding his paper later.

Mr. Wilson, the successful teacher, read a characteristic paper, and this, too, will be discussed in the proper department.

Adjournment.

ANNUAL MEETING OF THE E. C. T. A., NEW YORK, APRIL 20, 21 AND 22.

SHORTHAND SECTION.

Friday P. M., April 21.

Vice-President Parke Schoch being absent, President Hope presided and called the meeting to order promptly at 1:30 P. M.

The first paper on the programme was read by Miss Julia M. Rieser, Eagan School, Hoboken, N. J., entitled "Experiences with Shorthand Beginners." Miss Rieser related her experiences in a very novel way, and the paper was well received by the members.

"English in Shorthand" was the subject of a paper read by Mrs. Anetta Sterling, Wright-Sterling Business College, Philadelphia, Pa. Mrs. Sterling's paper was listened to with great interest.

Dr. Burton, of the Eagan School, then called upon C. T. Platt to give his views of the subject discussed by Mrs. Sterling. In reply Mr. Platt introduced Miss M. L. Kilburn, of the Richmond Hill, L. I., High School, who had prepared a paper on "English in Shorthand" at Mr. Platt's request. After the reading of this paper he made a few remarks regarding the above mentioned topic.

James M. Lingle, President of Union College of Business, Philadelphia, Pa., next read a paper on "How to Work to a High Speed in Shorthand." Mr. Lingle's paper was good. He stated that he believed that constant writing and reading the right kind of a system, in the right way, by the right kind of a person, always results in high speed. He agrees with the methods adopted by every good school and practical teacher, and is ready to endorse all the best ideas in use, or any one of them. He also said that the ideal stenographer was "born, not made," and that the privilege to become a great stenographer was granted to but few.

Henry Teale, of Brooklyn, N. Y., devoted a few minutes to a talk on "Legibility in Shorthand."

Charles T. Platt, Hoboken, N. J., invited R. P. Kelley, of Chicago, Ill., to give an exhibition of his speed in shorthand on the blackboard. The exhibition was objected to by several of the members and was not given.

The last number on the programme was "Typewriting," by Miss Stella M. Smith, Simmons College, Boston, Mass. Miss Smith gave the first steps in touch typewriting, and handled the subject very satisfactorily. She demonstrated her talk by using the blackboard and six machines, having requested several of the members to operate them following her instructions.

- Recess.

Saturday A. M., April 22.

Meeting called to order promptly by the President at 9:30. There were only a few members present at this time.

"Phrase Building" was the title of the first paper, read by W. S. Rogers, Shoemaker & Clark School, Fall River, Mass. Mr. Rogers' paper was exceedingly interesting. He illustrated his talk on the blackboard, showing how words joined indiscriminately would bring the stenographer into serious trouble. He stated that phrasing was used to save time if properly done.

A very able paper, "The (Shorthand) Pilgrim's Progress," was read next by Charles Currier Beale, Reporter, Shorthand Author and Bibliographer, Boston, Mass. In this paper Mr. Beale compared the shorthand pilgrim to the pilgrim depicted in John Bunyan's "Pilgrim's Progress." He stated that the least important factor which tends to make a good reporter is the system used, but the most essential factor is the wise selection of a teacher—a teacher who steadily has in view the best interests of his pupils, and faithfully and unselfishly and unceasingly toils on, realizing that while com-

plete success comes but to few in this world, there is a supreme satisfaction to the doer in work well done. Mr. Beale's paper was well received by the members.

The next subject on the programme was "The Kind of Business School a Business Man Can Endorse," by H. L. Andrews, Martin School, Pittsburg, Pa. Mr. Andrews did not read the paper he had prepared on this subject on account of having been requested to say something about shorthand. However, he gave an off-hand talk on the subject which was assigned to him, and also on his method of overcoming time lost by pupils in thinking of the shorthand outlines. Mr. Andrews stated that they prepare their graduates for good positions. The first thing to do in order to accomplish this end is to employ first-class teachers. The school he is connected with carries an advertisement in a high school journal. No other advertising is done. They have entered into a contract with several of the large steel companies in Pittsburg, guaranteeing that they will give these companies the kind of office help they want, if they will employ their graduates. Andrews & McConahey have a well established school, and their graduates are prominent members in large business concerns. Mr. Andrews also emphasized the fact that the right kind of teachers cannot be employed or a light and properly ventilated building be procured if low rates of tuition are charged. He said that if tuition rates are properly arranged and the standard of your faculty raised, reward will be sure. In the teaching of shorthand, Mr. Andrews finds that students lose a great deal of time in thinking of the outlines of new words. To overcome this weak point he places a new word on the board, telling the pupils to think of the outline, not to write it, and to raise their hands when they know what it is. This method is used with about six or more words each day until the pupils' thought apparatus works faster.

Chas. T. Platt and W. S. Rogers discussed the talk on shorthand.

W. P. Steinhäuser, of Schuylkill Academy, Reading, Pa., read a very helpful paper on "The Dictation Problem."

Section Adjourned.

RECENT JOURNAL VISITORS.

T. P. McMenamin, Philadelphia, Pa.
C. A. Doering, Spencer's School, New York.
L. B. Moffett, Peirce School, Philadelphia, Pa.
F. B. Moore, Rider-Moore & Stewart School, Trenton, N. J.
C. W. D. Coffin, American Book Co., New York.
W. P. Steinhäuser, Schuylkill Acady., Reading, Pa.
A. H. Hinman, Hinman's Business College, Worcester, Mass.
A. D. Skeels, Temple College, Philadelphia, Pa.
Chas. C. Jones, High School, Dunkirk, N. Y.
Wm. B. Curtis, High School, Dunkirk, N. Y.
A. S. Herr, Plainfield, N. J., Business College.
Wm. Browne, Esterbrook Steel Pen Co., New York.
C. G. Price, Sadler's Business College, Baltimore, Md.
C. C. Lister, Sadler's Business College, Baltimore, Md.
L. F. Noble, South Framingham, Mass.
Mrs. L. F. Noble, So. Framingham, Mass.
O. S. Reddick, Banks Business College, Philadelphia, Pa.
J. B. McKay, Dominion Business College, Toronto, Ont.
C. A. Pitman, Isaac Pitman & Sons, New York.
J. K. Renshaw, Banks Business College, Philadelphia, Pa.
T. J. Risinger, School of Commerce, Utica, N. Y.
H. S. Blanchard, Cedar Rapids, Ia.
Mr. and Mrs. E. M. Coulter, Nat. Bus. College, Roanoke, Va.
W. R. Hayward, High School, Passaic, N. J.
J. C. Kane, Drake Business College, Jersey City, N. J.
Wm. Billings, Eagan School, Hackensack, N. J.
W. F. Gibson, New York.
C. H. Marshall, New York.

ANNUAL MEETING
OF THE
Eastern Commercial Teachers' Association
New York, April 20, 21 and 22, 1905.

Sessions held in the New York University School of Commerce,
Accounts and Finance.

OFFICERS FOR 1906.

President, Charles T. Platt, Eagan School, Hoboken, N. J.
First Vice-President, E. E. Kent, High School, Springfield, Mass.
Second Vice-President, Miss Stella M. Smith, Simmon's College, Boston, Mass.
Third Vice-President, H. W. Patten, Central High School, Philadelphia, Pa.
Secretary, Frank E. Lakey, English High School, Providence, R. I.
First Assistant Secretary, Mrs. Nina Hudson Noble, South Framingham, Mass.
Second Assistant, W. P. Steinhäuser, Schuylkill Academy, Reading, Pa.
Treasurer, L. B. Mathias, High School, Bridgeport, Conn.
Assistant Treasurer, C. C. Lister, Sadler's Business College, Baltimore, Md.

MEMBERS OF THE EXECUTIVE BOARD.

Raymond G. Laird, High School of Commerce, New York.
C. W. D. Coffin, American Book Company, New York.
W. H. Beacom, Wilmington Business School, Wilmington, Del.
E. M. Hull, Eagan School, New York.
J. E. Gill, Rider-Moore & Stewart School, Trenton, N. J.

Place of Next Meeting: **Baltimore Business College, Baltimore, Md.**

**GENERAL MEETING, THURSDAY MORNING, APRIL
20, 1905.**

The President, William Hope, called the delegates to order promptly at 10.30. He then introduced Henry W. Mac Cracken, Chancellor of New York University, who welcomed the Association to New York City, in a very hearty manner. He spoke of the high calling of the school of business, and mentioned several needs that these schools should meet, one of them being a distinct course on the subject of Business Ethics. Owing to the fact that the great corporations are now earnestly inviting the people to place their savings in their hands, it is necessary that a high regard for responsibilities should be inculcated. Chancellor Mac Cracken referred to the fact that when he was in college, more than half a century ago, a young man who was going to enter business after his college course was finished was a *rara avis*. The students were all fitting themselves for the ministry or for the legal profession. He stated that at the great University, of which he is head, as many students are now studying with the idea of preparing themselves for business, as for any of the professions. Chancellor Mac Cracken welcomed the Association not only to the City of New York, but to all the historic halls of the University.

Response by Dr. Rowe.

Dr. H. M. Rowe, of Baltimore, responded to the address of welcome in a few appropriate words. He stated that the address of welcome was far from being a perfunctory affair; it was replete with timely words of wisdom, and heartily commended the recommendations that morality and probity be not lost sight of in our institutions.

Dr. Rowe commented upon the fact that it has not been many years since it was an unheard of thing for teachers of business to hold their meetings in the rooms of a classical school. We have now out-grown the appellation of "clerk factories." The private commercial schools, each manager pursuing a course of his own, have all succeeded in obtaining results that have at least met the approbation of the education leaders of this country.

The President's Address.

Mr. Hope did not deliver a formal address, but prefaced his recommendations by a story of a blacksmith's son. It seems that this little chap had great aspirations as he watched his father at the forge, and he resolved that some day he would make a horseshoe, and on one occasion his father came into the shop and found him busily engaged in pumping the bellows and heating a large bar of iron. His father said, "My boy, what are you doing?" and the boy replied, "I am going to make a horseshoe." And his father said, "Why do you not take a small piece of iron?" Apparently the attempt was not a success, for on another occasion he came in and the boy was heating a small piece of iron, and he said to him, "My boy, what are you doing now?" and his son replied, "I am going to make a horseshoe nail." He failed again. The father went out, and when he returned, the boy was heating a large bar of iron, and his father asked him what he was going to make, and he said he was going to make a "fizz."

The president thought that his address would hardly come under the heading of either a horseshoe or a horseshoe nail, but that he would make a "fizz."

Mr. Hope recommended that a contest be held by the students of the different schools, this to be a speed contest, in shorthand and typewriting. He further recommended that the Association do what it can to procure a dissemination of its literature.

The treasurer of the Association, Mr. Fulton, urged the members to assist in revising the mailing list.

The president then appointed the various committees to act during the meeting. They were as follows:

Membership Committee:

F. E. Lakey, Providence, R. I.
F. P. Pratt, New York City.
H. D. Harris, Baltimore, Md.
Mrs. O. C. Dorney, Allentown, Pa.
H. G. Healey, New York City.
W. C. Ramsdell, Middletown, N. Y.

Nominating Committee:

H. M. Rowe, Baltimore, Md.
T. B. Stowell, Providence, R. I.
E. H. Eldridge, Boston, Mass.
Byron Horton, New York City.
C. B. Post, Worcester, Mass.
J. E. King, New York City.
H. L. Andrews, Pittsburg, Pa.

Reception Committee:

Archibald Cobb, New York City.
E. L. Glick, Concord, N. H.
James Rea, New York City.
J. E. Gill, Trenton, N. J.
Miss Stella Smith, Boston, Mass.

Committee on Resolutions:

E. E. Gaylord, Beverly, Mass.
C. A. Pitman, New York.
Charles M. Miller, New York.

Recess.

Thursday Afternoon.

Shorthand Reminiscences, by Rev. William D. Bridge, Professional Reporter, of New York City, was the opening subject for the afternoon session. Mr. Bridge has had an experience in shorthand work covering fifty years; during this time he has enjoyed exceptional privileges, meeting practically all the world-renowned reporters and teachers. His reminiscences were interesting in the extreme. We shall publish extracts from his paper.

The second number on the program was "Institute Lesson in Bookkeeping," by W. H. Beacom, Wilmington, Del.

Mr. Beacom illustrated his talk by the use of four large sheets, showing the Ledger and Journal accounts and the Cash Book. His methods of teaching the terms of debit and credit were heartily discussed. This number kept up for nearly one hour and a half, and was finally discontinued until another day. Mr. Beacom handled his subject in a very interesting manner, as was shown by the numerous questions asked and answers given.

Following Mr. Beacom, Rev. Thomas McMillan gave an interesting address on the subject of "Experiences of Young Men I Have Known in Business."

Rev. McMillan holds a peculiar position in his work, in that scores of young men come to him almost daily for suggestions and help in their work. These young men, in a majority of cases, are those who are entering upon life's work, and Dr. McMillan's special plea to the teachers was this: "Give your help when the young man needs it. Do not give it all to him at once. Let him know that he can come to you at any time and ask your advice."

We believe this to be a valuable suggestion to the teacher of business. To whom have the pupils of the business school a better right to come, than to their old teacher? He is the one who has instructed them in the ways of business, and they should look upon him as their true friend.

We hope that as the result of this suggestion many more teachers of business will remember their duty to pupils after they have entered the business life.

George S. Murray, of the Brooklyn Business Institute, then read a very forcible paper on the subject of "Forward." Mr. Murray prefaced his remarks by saying that the subject was rather general, giving him an opportunity to say anything he wished. The paper was so full of sound sense, that we shall publish generous extracts from the same in future numbers.

Recess.

Friday A. M., April 21.

"Commercial Law" was the first general topic for discussion on Friday morning. Cleveland F. Bacon, Lecturer on Commercial Law in the New York University School of Commerce, Accounts and Finance, read an exhaustive paper on the subject of Negotiable Paper.

Mr. Bacon was followed by S. C. Williams, Teacher of Commercial Law in the Rochester Business Institute. It is the intention of the publishers of the JOURNAL to publish this paper quite in full.

"Rapid Calculation," an always fascinating topic was made even more interesting than ever by Joseph Leming, President of the Philadelphia Business College. Mr. Leming proved himself to be not only a lightning calculator but a thorough mathematician as well. He stated that short cuts were valuable only so far as they were based upon the fundamental principles, and were capable of daily and frequent use in business. He illustrated several methods of rapid addition. The first was to add the units column while writing the figures. The second method was to add the first column as well as the last, putting down amounts instead of the figures themselves. For multiplying numbers of two figures each, said numbers running from ten to twenty, he would multiply the first by ten, and then add the sum of ten times the unit figure of the multiplier, and, finally adding to this the product of both figures in units column. To illustrate: 16×14 . 10 times 16 equals 160. Add to this 10 times 4, and we have 200. To this add 4 times 6, and we have as our final product 224.

For trade discount Mr. Leming recommended a very practical method. For example, 30 and 20 off. The supplement of 3 is 7, and the supplement of 2 is 8. 7 times 8 equals 56, or the amount on the dollar.

E. E. Kent, Principal of the Commercial Department of the Springfield, Mass., High School, led in the discussion of this talk. We shall publish copious abstracts of Mr. Kent's paper.

Charles M. Schwab, the ex-Steel Trust President, was down for the next number, but as he was in St. Petersburg, Russia, arranging to rebuild the Czar's navy as fast as the Japanese annihilate it, the teachers were called upon to wait till another occasion. However, Mr. Schwab's place was filled by a gentleman fully as acceptable, Mr. Arthur Brisbane, Editor of the *New York Evening Journal*, and the writer of the full-faced double-leaded editorials in all of Hearst's papers. Mr. Brisbane is credited with being the best paid and most prolific editorial writer of the present day. The teachers gave him an ovation. His talk was along general success lines, and we shall use it as the basis of several paragraphs in subsequent issues. He closed his remarks by saying that there are three attributes that every man can possess, namely, Honesty, Reliability and Industry. In illustrating the second item, Mr. Brisbane said that this consists in being actually on hand. A man who pays a big salary to another does it to save himself trouble.

Recess.

Saturday A. M., April 22.

At eleven o'clock on Saturday morning, a joint meeting was held to listen to an address on Commercial Geography, by Frank O. Carpenter, Boston, Mass. Mr. Carpenter discussed this interesting subject from all points—the well-trained teacher; the properly equipped laboratory, with its store of raw material and manufactured product, and last, but not least, the unlimited demand for young men fitted for positions in the large manufacturing houses of this country. The speaker stated that there are twenty thousand pupils now

studying this subject, and that five years from now the number would be increased to one hundred thousand.

Recess.

Saturday P. M., April 22.

The President, Mr. Hope, called the assembly to order at two p. m., and the entire period was devoted to a general business meeting. First in order was the reports of the various committees, standing and special. The treasurer submitted his report, showing a healthy condition of the exchequer. Mr. Fulton has held the position for seven years, and it was a fitting compliment to him that fifty dollars was credited to his personal account. Mr. Fulton's reports are what might be termed financial classics; viewing with appreciation the record of the past, expressive of encouragement for the present and hope for the future, we shall miss them at our future meetings.

After all the reports were in, two important matters were brought before the Association for consideration. One was the publication of a verbatim report of the proceedings, and the other, the holding of an Annual Speed Contest in Shorthand. Both matters were referred to the Executive Board, with full power to act.

Charles M. Miller, proprietor of the Miller School, New York, presented to the Association a cup, valued at \$100, to be contested for at each annual meeting; this trophy to be the permanent property of anyone who would win it and successfully defend it for three years. In offering the trophy Mr. Miller said that it had been evident for some time that the teaching fraternity is ripe for a genuine shorthand contest. The teachers wish to see just what results they are producing in the way of lightning pencil pushers. It was to crystallize this movement that the offer was made. He further stated that it was his desire that a representative committee be appointed that should have full power in the premises, and that everything be done to safeguard the awarding, so that at no future time will there be any expression of dissatisfaction.

George P. Lord, proprietor of the Salem Commercial School, moved that the trophy be known as "The Miller Cup;" that it be for fast writing, and that the Association accept it. The motion was discussed and duly carried. The discussion was mainly upon the size and formation of the governing committee.

E. N. Miner, publisher of the *Typewriter and Phonographic World*, then offered a gold medal, valued at \$75, to be awarded to the fastest shorthand writer with less than ten years' experience. This offer was duly accepted, and referred to the Board, with full power to act. In both instances instructions were given that the first contest should take place next year.

The Association then proceeded to the election of officers, and to determine upon a place of meeting for next year. The result is given in another column. Invitations were extended by the Salem Commercial School, Salem, Mass., Simmons College, Boston, and the Baltimore Business College, Baltimore, Md. After two ballots had been taken, the invitation of E. H. Norman, of Baltimore, was accepted.

The Association then adjourned for one year.

We have a sample in our office of a device patented by Frank C. Young, 104 Lake place, New Haven, Conn., intended to assist in teaching the correct position of the pen and hand. We believe that Mr. Young has a valuable aid in his unique invention, and we would advise teachers of writing to investigate the same.

OBITUARY.

J. Clifford Kennedy, the well-known teacher and author, known and loved as it is in store for few men to be, died suddenly at Harper's Hospital, Detroit, Mich., on Saturday, April 29th, his death resulting from an anæsthetic administered, preparatory to undergoing an operation.

In the passing of Mr. Kennedy, the business, as well as the educational, world lost an earnest worker and a gap has been left which cannot well be filled. Born in New Philadelphia, Ohio, in 1873, he was only 32 years of age at the time of his death, but he had already developed rare qualities as a business man and had life been spared to him he must inevitably have won a high place among his fellow men.



His many friends have sustained a loss far greater than his business associates, for he was a man of the highest principle, one who scorned to do a single unworthy act; a type of American manhood that the world could ill afford to lose. His death was one of those peculiar events for which the medical fraternity is unable to account. He was in good

health up to the moment he was placed under the anæsthetic, but died a few moments after taking the chloroform.

Mr. Kennedy has been a prominent figure in the business educational world for a number of years. As representative of the Underwood Typewriter Company he was in attendance at the various business educational gatherings throughout the country, where his personality invariably won him the high regard of everyone he has met. A few months ago, he purchased the Gutchess-Metropolitan Business College, at Detroit, and with his characteristic energy was bringing it to the high standard he had set for such an institution.

Mr. Kennedy had been principal of the shorthand department of Dement College, Chicago; Iowa Business College, Des Moines, Iowa, and the Salem Commercial School, Salem, Mass. As president of the National Shorthand Teachers' Association for one year he had shown marked executive ability. In 1903 he was vice-president of the National Commercial Teachers' Federation, and at the time of his death was a member of the executive committee.

It could not be foreseen by those who had the pleasure of feeling the firm grasp of his hand, at the annual convention of the Eastern Commercial Teachers' Association, in New York, April 21 and 22, that he was appearing for the last time among those who had known and loved him best, saving only those of his immediate family, and he will be long remembered by each one of them.

To his widow, parents, two brothers and one sister the entire educational world extends its profound sympathy, a sympathy deeper than mere words can express, for each one feels that if his individual loss has been so great their loss must be immeasurable.

A particularly delightful feature of the gathering of the Commercial Teachers was the Annual Banquet given at the Hotel St. Denis, Friday evening, April 21st. Dr. Cheesman A. Herrick, of Philadelphia, presided gracefully as toastmaster. J. B. McKay, Toronto, Ont., entertained the large assemblage with a speech that sparkled with flashes of Scotch-American wit. The final speaker was Mrs. Elizabeth Lease, whose eloquence and forcefulness were generously appreciated. Much credit is due to R. G. Laird for the tactful and masterly way in which the preliminaries were handled.

What Leading Superintendents and Supervisors Say of Writing in Their Own Schools.

REPORTS FROM SUPERINTENDENTS.

California.

Fresno—*C. L. McLane, Superintendent.* No special teacher of writing; Barnes' Natural Slant Copy Book; muscular movement taught in business department of High School; not entirely satisfactory.

Los Angeles—*James A. Foshay, Superintendent.* One special teacher of writing in High School; Barnes' Natural Slant System Copy Book used; muscular movement in grades; only partially satisfactory.

Connecticut.

Waterbury—*B. W. Tinker, Superintendent.* No special teacher of writing employed; Hill's Vertical Round Hand Style; writing not taught in High School; muscular movement in grades; results satisfactory.

Florida.

Jacksonville—*Frank Elzey, Superintendent.* Vertical style taught; Roudebush Copy Book used; writing not taught in High School; muscular movement in grades; results somewhat unsatisfactory.

Territory of Hawaii.

Honolulu—*James C. Davis, Superintendent.* All teachers employed teach writing; natural slant writing taught; Barnes' Copy Books used; writing is taught in all schools; forearm movement is taught in the grades; results not entirely satisfactory.

Illinois.

Chicago—*E. G. Cooley, Superintendent.* No special teachers of writing employed; vertical style used; Silver, Burdett & Co. Copy Book; writing not taught in High School; muscular movement not taught in grades; results not all that could be desired.

La Salle—*B. F. Hart, Superintendent.* No special teacher employed; vertical style used; writing taught in the High School; muscular movement not taught in the grades; results not entirely satisfactory.

Indiana.

Elkhart—*D. W. Thomas, Superintendent.* Special teacher of writing in commercial department of High School; round hand style taught; semi-slant; copy books not used to any extent; muscular movement taught in grades; results quite satisfactory.

Evanston—*F. W. Cooley, Superintendent.* No special teachers of writing; New Era Semi-Slant System; correlated with English in High School; muscular movement taught in grades; results somewhat unsatisfactory.

Marion—*B. F. Moore, Superintendent; G. S. Herrick, Supervisor.* One special teacher of writing; no copy books; semi-slant system; writing taught in High School; muscular movement in grades; good results.

South Bend—*Calvin Moon, Superintendent; Cora Ney, Supervisor.* One special teacher of writing; Eaton's Copy Book; semi-slant; muscular movement taught in grades; no writing in High School; satisfactory results.

Terre Haute—*William H. Wiley, Superintendent.* New Era Semi-Slant System; no special teachers of writing; writing taught in commercial department of High School; muscular movement in the grades; fair results.

Iowa.

Clinton—*O. P. Bostwick, Superintendent.* No special teacher of writing; no copy books; Palmer System taught; muscular movement in grades; results encouraging.

Kansas.

Atchison—*Nathan T. Featch, Superintendent.* No special teachers of writing; vertical system; Easel Writing Portfolio; writing taught in business department of High School; muscular movement taught in grades to a limited extent; results partly satisfactory.

Kentucky.

Covington—*C. M. Merry, Superintendent; J. E. Boothe, Supervisor.* Two special teachers of writing; Rational A B C Copy Book; vertical system; muscular movement taught in grades; no writing taught in High School; results quite satisfactory.

Lexington—*J. O. H. Smirall, Clerk, B. of E.* No special teachers of writing; Barnes' Natural Slant Copy Books; vertical system; writing taught in High School; muscular movement in grades; results somewhat unsatisfactory.

Maryland.

Baltimore—*J. H. Van Sickle, Superintendent.* No special teachers of writing; Heath's Copy Book; vertical system; writing not taught in High School; muscular movement taught in grades to a limited extent; results satisfactory.

Cumberland—*A. C. Willison, Superintendent.* Just changed to the semi-slant and believes that will give better success than either vertical or slant.

Massachusetts.

Beverly—*Adelbert L. Safford, Superintendent; C. E. Doner, Supervisor.* One special teacher of writing; one-fourth of quadrant slant style; no copy books; writing taught in High School; muscular movement in grades; results satisfactory.

Brockton—*B. B. Russell, Superintendent.* No special teachers of writing; medial slant system; H. W. Shaylor & G. H. Shattuck Copy Book; some writing taught in commercial department of High School; muscular movement in grades; fair results.

Chelsea—*B. C. Gregory, Superintendent.* No special teacher of writing; Ginn's Vertical Copy Book; writing taught in commercial department of High School; no muscular movement in grades; results not entirely satisfactory.

Chicopee—*J. C. Gray, Superintendent.* No special teacher of writing; Heath's Vertical System Copy Book; no writing taught in High School; muscular movement in grades; satisfactory results.

Everett—*U. G. Wheeler, Superintendent.* No special teacher of writing; medial system; Silver, Burdett & Co.'s Copy Book; writing taught in commercial department of High School; muscular movement in grades; good results.

Marlboro—*J. A. Pitman, Superintendent.* No special teacher of writing; vertical in grades one to four, Heath's Copy Book; medial in grades five to eight, Ginn's Copy Book; no writing in High School; muscular movement in grades; results not entirely satisfactory.

North Adams—*Isaac Freeman Hall, Superintendent.* No special teachers of writing; medial slant system; writing not taught in High School; muscular movement in grades; satisfactory results.

Salem—*John W. Perkins, Superintendent.* No special teacher of writing; Ginn's Medial Slant Copy Book; no writing in High School; muscular movement taught in grades to some extent; results fairly satisfactory.

Taunton—*C. F. Boyden, Superintendent.* No special teacher of writing; vertical system; Heath's Copy Book; no writing taught in High School; muscular movement in grades; good results.

Worcester—H. P. Lewis, *Superintendent*. No special teacher of writing; vertical system; Heath's Copy Book; no writing in High School; muscular movement not insisted on in grades; results hardly satisfactory.

Michigan.

Kalamazoo—S. O. Hortwell, *Superintendent*. No special teachers of writing; vertical system; Maynard & Merrill Copy Books; no writing in High School; muscular movement in grades; hardly satisfactory.

Montana.

Butte—R. G. Young, *Superintendent*. No special teachers of writing; semi-slant system; Silver, Burdett & Co. Copy Books; writing taught in commercial department of High School; muscular movement taught to some extent in grades; results not quite satisfactory.

Nebraska.

South Omaha—Henry Clausen, *Principal Commercial Department*. No special teachers of writing; Barnes' National Vertical Penmanship Copy Book; writing taught in High School; muscular movement not taught in grades; results not satisfactory.

New Hampshire.

Concord—L. J. Rundlett, *Superintendent*. No special teacher of writing; Hill Vertical System Copy Book; writing not taught in High School; muscular movement in grades; results fairly satisfactory.

Dover—A. H. Keyes, *Superintendent*. No special teacher of writing; vertical system; Maynard & Merrill Copy Book; writing not taught in High School; muscular movement in grades; results not entirely satisfactory.

Nashua—James H. Fassett, *Superintendent*. No special teacher of writing; Heath Vertical System Copy Book; no writing in High School; muscular movement in grades; results not satisfactory.

New Jersey.

Bayonne—J. H. Christie, *Superintendent*. No special teacher of writing; medial slant; various copy books; writing taught in commercial department of High School; muscular movement in grades; results somewhat unsatisfactory.

East Orange—Vernon L. Dacey, *Superintendent*. No special teacher of writing; vertical system; Maynard & Merrill Copy Book; writing taught in commercial department of High School; combination movement taught in grades; results fairly satisfactory.

Kearny—D. C. Bliss, *Superintendent*. No special teacher of writing vertical system; Silver, Burdett & Co. Copy Book; writing taught in High School; muscular movement in grades; results somewhat unsatisfactory.

Newark—A. B. Poland, *Superintendent*; Charles W. Slocum, *Supervisor*. Slight slant system; no copy books; writing taught in commercial department of High School; muscular movement in grades; results unsatisfactory.

Passaic—O. Q. Woodley, *Superintendent*. No special teacher of writing; Morse System Modified Slant Copy Book; writing taught in High School; muscular movement in grades; results only partially satisfactory.

Paterson—W. E. Chancellor, *Superintendent*; L. M. Thornburgh, *Supervisor*. Two special teachers of writing; Thornburgh method; Smith's Intermedial Copy Book; writing taught in High School; muscular movement in grades; results satisfactory.

New York.

Elmira—C. F. Walker, *Superintendent*. No special teacher of writing; vertical system; Heath's Copy Book; writing not taught in High School; muscular movement in grades; results hardly satisfactory.

Gloversville—James A. Esty, *Superintendent*; Caroline H. Budd, *Supervisor*. One special teacher of writing; vertical system; Barnes' Copy Book; writing not taught in High School; muscular movement in grades; results not all that could be desired.

Newburgh—D. J. Coutant, *City Clerk*. No special teacher of writing; medial slant; Richardson, Smith & Co. Copy Book; no writing taught in High School; muscular movement not taught in grades; results not satisfactory.

Poughkeepsie—William A. Smith, *Superintendent*; G. H. Van Veghten, *Supervisor*. One special teacher of writing employed; semi-slant system; Smith Intermedial Copy Book; writing taught in High School; muscular movement in grades; satisfactory results.

North Carolina.

Asheville—R. J. Tighe, *Superintendent*. No special teacher of writing; vertical system; Newland & Rowe Copy Book; writing not taught in High School; muscular movement taught in grades; results not quite satisfactory.

Ohio.

Akron—J. F. Barnhart, *Clerk of the Board*. No special teacher of writing; Barnes' Natural Method Slant Copy Book; writing not taught in High School; no mention made of results.

Marietta—J. V. McMillon, *Superintendent*; Jean Loman, *Supervisor*. One special teacher of writing; vertical system; Barnes' Copy Book; writing not taught in High School; muscular movement in grades; results not entirely satisfactory.

Pennsylvania.

Braddock—Grant Norris, *Superintendent*; M. E. Bennett, *Supervisor*. One special teacher of writing; slant system; no copy books; writing taught in High School; muscular movement in grades; satisfactory results.

Bradford—E. E. Miller, *Superintendent*; M. B. McDowell, *Supervisor*. One teacher of writing; vertical system; Sheldon's Copy Book; writing taught in commercial department of High School; muscular movement in grades; fair results.

Harrisburg—F. E. Dognes, *Superintendent*. No special teachers of writing; medial slant; Maynard, Merrill & Co. Copy Book; writing taught in High School; muscular movement in grades; good results.

Philadelphia—Edward Brooks, *Superintendent*. No special teachers of writing in elementary schools; vertical system in nearly all schools; several kinds of copy books used; muscular movement taught to some extent; results mostly satisfactory.

Reading—Charles S. Foos, *Superintendent*. No special teachers of writing; Spencerian Copy Book; writing taught in commercial department of High School; muscular movement in grades; results doubtful.

Scranton—George W. Phillips, *Superintendent*. No special teacher of writing; vertical system; Vaile's Copy Book; writing taught in commercial department of High School; results somewhat unsatisfactory.

York—A. Wanner, *Superintendent*. No special teachers of writing employed; liberal slant writing taught; no copybooks used; teachers are at liberty to teach it in the High School; forearm movement taught in the grades; results moderately good.

Rhode Island.

Central Falls—Wendall A. Mowry, *Superintendent*. No special teacher of writing employed; Ginn's Medial Slant Copy Book; writing taught in commercial department of High School; muscular movement in grades; better results than under vertical system previously used.

Pawtucket—N. J. O'Brien, *Superintendent*. No special teachers of writing; slant system; Ginn's Copy Book; writing

taught in High School; muscular movement in grades; results not all that could be desired.

Texas.

Houston—P. W. Horn, *Superintendent*; Miss Blanche Williams, *Supervisor*. One special teacher of writing employed; vertical style used; no copy books used; writing not taught in the High School; muscular movement taught in the grades; results fairly good.

Laredo—L. J. Christen, *Superintendent*. No special teachers of writing; vertical style; Spencerian Copy Book; no advice as to muscular movement and results.

Utah.

Salt Lake City—D. H. Christensen, *Superintendent*. One teacher of writing employed; vertical style; McManis Copy Book; writing taught in commercial department of High School; muscular movement taught in grades; results very satisfactory.

Vermont.

Burlington—Henry O. Wheeler, *Superintendent*. No special teachers of writing; vertical style taught; Heath's Copy Book; writing not taught in High School; results not entirely satisfactory.

West Virginia.

Wheeling—H. B. Work, *Superintendent*. No special teacher of writing; semi-vertical style; Creamer's Copy Book; writing taught in commercial department of High School; muscular movement taught in grades; results not all that could be desired.

Wisconsin.

Madison—R. B. Dudgeon, *Superintendent*. No special teachers of writing; vertical style; writing not taught in High School; muscular movement taught in grades; results might be improved.

Sheboygan—H. F. Leverenz, *Superintendent*. No special teacher of writing employed; semi-slant system; Curtin Copy Book; writing taught in commercial department of High School; muscular movement taught in grades; results not entirely satisfactory in every instance.

Washington.

Tacoma—A. B. Warner, *Superintendent*. No special teacher of writing employed; vertical system; Heath & Co. Copy Book; writing taught in High School; muscular movement taught in grades; results fairly satisfactory.

REPORTS FROM SUPERVISORS.

Alabama.

Montgomery—W. F. Gilmore, *Supervisor*. One special teacher employed; semi-slant taught; Eaton & Co. New Era Semi-Slant, copy books; writing taught three months in the High School; muscular movement taught in the grades; results fairly good.

California.

San Francisco—P. A. Espina, *Supervisor*. Two special teachers of writing employed; Curtis Semi-Slant Copy Book; writing taught in commercial department of High School; muscular movement taught in grades; results fairly satisfactory.

Indiana.

Anderson—Mory S. Mulligan, *Supervisor*. No special teachers of writing employed; semi-slant writing taught; New Era System Copybooks by C. L. Ricketts, published by Eaton & Co., used; writing not taught in the High School; muscular movement taught in the grades; results not entirely satisfactory.

Lafayette—J. H. Bachtenkircher, *Supervisor*. One special teacher of writing; slant system; no copy books; muscular movement in grades; writing not taught in High School; satisfactory results.

Marion—Rachael A. Thomas, *Supervisor*. One special teacher of writing; vertical system; D. C. Heath & Co.; writing taught in commercial department of High School; muscular movement in grades; results satisfactory when pupils use muscular movement.

Iowa.

Keokuk—A. E. Parsons, *Supervisor*. One special teacher of writing employed; slant system; no copy books; writing taught in High School to limited extent; muscular movement taught in grades five to eight; not satisfied, but hopeful.

Maine.

Bangor—C. E. Tilton. One special teacher of writing employed; vertical style; Heath's Copy Book; writing taught in commercial department of High School; muscular movement taught in grades; very good results.

Massachusetts.

Somerville—W. A. Whitehouse, *Supervisor*. One special teacher of writing employed; Whitehouse Medial Copy Book; writing taught in High School; muscular movement taught in grades; results satisfactory in higher grades.

Minnesota.

Minneapolis—S. L. Hecker, *Supervisor*. No special teachers of writing; vertical system in first four grades; Barnes' Copy Book in lower grades; no writing in High School; muscular movement taught in grammar grades; results quite satisfactory.

New York.

Kingston—Charles M. Ryon, *Supervisor*. One special teacher of writing employed; vertical system taught; Heath's Copy Book; writing not taught in High School; muscular movement in grades; results not entirely satisfactory.

Oswego—George E. Bullis, *Supervisor*. No special teacher of writing; vertical system; Newland & Rowe Copy Book; writing not taught in High School; muscular movement taught in grades; no mention made of results.

Yonkers—L. G. Lloyd, *Supervisor*. One special teacher of writing employed; semi-slant style; no copy books used; muscular movement taught in grades; satisfactory results.

Ohio.

Cincinnati—A. H. Steadman, *Supervisor*. Six special teachers of writing; Barnes' Copy Book; no writing taught in High School; muscular movement in grades; fairly satisfactory results.

Cleveland—A. A. Clark, *Supervisor*. One special teacher of writing; slant system; Spencer's Copy Book; no writing in High School; muscular movement in grades; slant system just adopted, vertical a failure.

Rhode Island.

Providence—Miss M. J. Schubarth, *Director*. One special teacher of writing employed; semi-slant style; Ginn & Co. Copy Book; writing not taught in High School; muscular movement taught in grades; results satisfactory.

Tennessee.

Memphis—L. D. Scott, *Supervisor*. One special teacher of writing; semi-vertical style used; Silver, Burdett & Co. Copy Book; writing taught in High School; muscular movement taught in grades; system only recently adopted.

Texas.

Fort Worth—R. F. Moore, *Supervisor*. One special teacher of writing; slant style used; writing taught in High School; muscular movement taught in grades; results satisfactory.

Wisconsin.

Oshkosh—J. M. Hinkle, *Supervisor*. Semi-slant system of writing taught; the Normal Review System; writing taught in commercial course of High School; muscular movement taught in grades; good results.

SPECIMENS OF WRITING FROM THE GRANT SCHOOL, SALT LAKE CITY, UTAH.

D. H. CHRISTENSEN, Superintendent of Schools.

For the thoughts you do not
speak

Second Grade. By Donald Field.

Cross words are like ugly weeds
Pleasant words are like fair flowers.
Let us sow sweet thoughts for seeds,
In these garden hearts of ours.

Third Grade. By Richard Major.

From the silence of sorrowful hours,
The desolate mourners go,
Lovingly laden with flowers,
Alike for the friend and the foe.

Fourth Grade. By Lloyd Brown.

All the long August afternoon,
The little drowsy stream
Whispers a melancholy tune,
As if it dreamed of June
And whispered in its dream.

Fifth Grade. By Myrtle Tolman.

The unwearied sun, from day to day.
Doth his Creator's power display,
And publishes to every land
The work of an Almighty hand.

Sixth Grade. By Alice Burns.

nothing useless is, or low;
 Each thing in its place is best;
 and what seems but idle show
 Strengthens and supports the rest.

Seventh Grade. By Elsie Hardman.

"There is a tide in the affairs
 of man,
 Which, taken at the flood,
 leads on to fortune."

Eighth Grade. By Anna Chapman.

TEACHING WRITING.

Writing is the only branch in the public school course of study against which the charge is made that it is not taught as it is practiced in business life. This charge will not hold in hundreds of schools, but it will in too many of them. Many reasons have been given for this. Some say that the copy book is to blame, in that it presents forms which, in their perfection, are absolutely unattainable. Others say that it is because the teachers cannot write, a case of the blind leading the blind, and both falling into the ditch. Others, that it is solely a matter of method or system; and still others, that the pupils are too young. We shall not add to the list, but content ourselves by repeating what all must admit, namely, that the normal child, in full possession of his faculties, is capable of learning to write an easy, legible and fairly rapid hand, and that the place to learn it is where he learns to read—the Grammar School.

Let us look at the objections a minute to see if they are insurmountable.

The Copy Books first. We cannot see how teachers can fail by using them, if the books present a style that possesses all the elements of fluency and legibility, and the plan suggested by Mr. Farley, in his brief but valuable article, is followed.

The incompetency of the teacher. In every city in America there is some one who is qualified to give practical instruction in writing, and if the teachers really determined to equip themselves in this line they could do so in the two months' time allotted each summer for vacation. Sufficient skill in blackboard writing could be obtained in less time.

Pupils not old enough. A professional teacher of writing can go into the room of any teacher making this objection, and in three weeks show more improvement than the pupils had previously made in *three years*. (See the specimen from Mr. Marrs.)

On this and the preceding page we have presented specimens of work done in each of the four years spent in the grammar school. We selected these particular specimens

because they are above the average of the work done in writing, and, further, because of the favorable report of the Superintendent. To the casual observer, it would almost seem that the specimens from the third to the eighth grades, inclusive, were written by pupils in the same grade. We might obtain a lesson in this connection, and that is that there is little improvement made in the last three years of the course. In fact, under conditions existing in many cities, teachers are entitled to credit if they graduate their pupils as good penmen as they were when they were eight years of age.

A further deduction. Letter forms are easily taught. For example, notice the work of Richard Major, of the third grade (Richard, no doubt, is a boy of eight years), and that of Anna Chapman, of the eighth grade. What an abundance of time there must be in the last three years of the course for the development of speed based on a movemental foundation. Without a free arm movement, there can be but little character in the writing.

The inevitable result of the use of proper movement is shown by the specimens on page 307. Both specimens were written by girls of the same age. What is the difference? Why, one has the business swing! The writer of the upper specimen would have no trouble whatever in finding a market for her skill in any city in the land.

It would seem that we should here have a valuable suggestion, that every effort should be made to cultivate freedom of movement. If pupils can learn the letter forms, say, in the first two years of their course, what is to hinder devoting all of the time thereafter to *movement*, and the proper position of *body, arms, paper, hand and pen*?

No other one thing learned at school is used so much as writing. Why not make it, beyond the least shadow of doubt, an *unqualified success*?

We have just learned of the recent death of H. W. Kibbe, the well-known pen artist of Boston, Mass. We were unable to obtain particulars, but will publish a full announcement in our next issue.

PUBLIC SCHOOL PENMANSHIP.

By A. H. STEADMAN, Supervisor of Writing, Cincinnati, O.

PRIOR to my advent into public school work, I had no patience with the writing of the average public school pupil. I could not understand why the children were graduated with such miserable styles of writing, or, rather, without any style of writing. I was accustomed to believing that it was an unpardonable sin not to be able to dash off a page of manuscript with a smooth, easy movement. I was accustomed to considering penmanship from a business college standpoint, and, not from the standpoint of the public school. I was in error.

The public school is thoroughly democratic, and its course of study is intended to be so exhaustive as to encompass all branches of greatest value to the greatest number.

Penmanship has but a relative value in any course of study. It is given a relative value in a business college far greater than is placed upon it by the adjuster of values in public school work. The business college prepares young men and women for a profession, and one of the primary qualifications of this profession is the ability to "handle the pen." The public school undertakes to present to its charges a course of study which, while having no special profession as its aim, will fit them intelligently to enter upon any desired special course.

It is true, business men complain that public school pupils are poor writers, but they also complain they are not sufficiently prepared in arithmetic, spelling, etc. Nor are these complaints limited to public school pupils, for they extend to every class of schools.

It would appear these men are seeking those who have been specially prepared for the business they represent. As pupils are not so prepared they are condemned. It would appear, also, that the criticism has but little real value, as the boy or girl who secures a position in a business house so completely adapts himself or herself to the business in from two to three weeks' time, that there is no further cause for complaint.

Would not this fact serve to indicate that the broad course of study prescribed by the superintendents of schools so develops the mind that it readily adjusts itself to any condition with which it may be confronted?

All teachers engaged in public school work have a table presenting the time which may be devoted to each subject, and, as it may be of interest, I present a copy.

Time Values of School Subjects.

Minutes a week in each grade.

GRADE	1	2	3	4	5	6	7	8
Opening Exercises.....	75	75	75	75	75	75	75	75
English.....								
Phonics.....	100	75	30	30				
Spelling.....	100	150	150	150	150	150	120	90
Grammar.....	150	150	150	150	150	150	120	90
Reading.....	300	200	200	180	150	120	90	90
Language and Composition.....	150	150	150	150	120	120	90	90
History, Civics and Story.....	60	60	60	60				
History and Civics.....	60	60			120	120	150	150
Geography and Nature.....	60	60	150	180	200	180	180	150
Arithmetic.....	150	250	300	300	300	300	300	360
Penmanship.....	100	125	75	60	60	60	60	60
Music.....	75	75	75	75	60	60	60	60
Physical Exercise and Hygiene.....	150	115	90	90	90	90	90	105
Drawing and Construction.....	125	125	90	90	60	60	60	60
Unassigned Time (Optional Sub.).....	55	40	55	60	85	105	70	60

Whether this is a proper adjustment or not depends upon the subject in which one is most interested. If you are especially interested in language and composition, these subjects have been most shamefully wronged. If you are a grammarian, you are surprised that your subject is not better treated. If you are interested in nature you are certain geog-

raphy will encroach upon the time allotted to these two subjects. If you are a teacher of drawing, you feel the drawing should have at least twice as much time as has been assigned to it. And, if you are a teacher of penmanship, you feel certain the pupils will go to the everlasting how-wows because the sixty minutes a week are not sixty minutes each day.

The unconscious or automatic formation of script forms is the only true writing. As long as it remains necessary for one to *think* of the relative heights of letters, the place of crossing, the slant, the spacing, etc., just so long is the formation of the script forms a species of drawing. And, though the letters made may be geometrically accurate, the result is not writing—it is drawing.

Unconscious or automatic writing may be compared to playing the piano. Why is it necessary to cause one hand to chase the other up and down the key-board, not one time each day, but many times each day, while practicing upon the instrument? It is to so train the hands and fingers that, guided by the subconscious mind, they automatically place themselves in position to strike the notes the instant the eye perceives them.

As it is with the piano, so it is with writing. One must drill, drill, drill, until the hand automatically runs over the curved and the straight lines, the turns and the angles of which our alphabet is formed. The letters really must run out of the point of the pen.

In a word, the hand must become an extended brain before there can be any real writing. To bring about this condition hours and hours of systematic training are required; in fact, more time than is set apart for this work by public school authorities.

Another difficulty in the way of securing business writing in public schools is the fact that the regular teacher is inclined to consider the production of artistic script forms as being the only writing that is good. She has been educated to this belief through the use, for so many years, of the finely lithographed copies presented in the copy books.

Therefore, any departure from these forms, on the part of the pupil, is frowned upon, and a slow finger movement is used to make all the letters "touch the line" and the "same size as those in the copy book."

The average regular teacher has not been educated to distinguish between true writing and the drawing of artistic letters. As she is not particularly interested in the subject, and having many other branches to which she must give the time assigned them, her education in this line, is a task as great as is teaching the children.

Copy books, or some other similar media, are absolutely necessary in a large school system. When the books are discarded the rule is to drop all writing practice and consider the drill to be secured from the writing of the regular lessons as being sufficient. The average teacher is at a loss as to the method of procedure if she does not have something to guide her in her penmanship lessons.

Under ideal conditions, I would not have a copy book in my schools. If all teachers were experts with a pen I would have them teach from the blackboard, but, unfortunately for us, we must take conditions as they are, better them, if possible, and then do the best we can.

A peculiar condition obtains in this connection in public school work. Each teacher expects her pupils, implicitly, to follow the plan of the author of a system of writing. In no other branch of study is this the case. She teaches history, arithmetic and grammar, etc., according to her own ideas. Not so with writing, and woe betide the pupil who allows a small loop to appear where the author has traced a line. Nor must he make a letter a trifle larger, nor smaller, than that given in

the copy. When remonstrated with, her argument is, "If the letters are not to be made that way, why are they so in the book?" And that settles it, although her rigidity must retard a pupil's improvement as it kills all his individuality. She does not appreciate the fact that script forms will admit of many changes, and that it may not be said, "This form is the only correct one."

Of public school teachers no complaint should be made. They do the very best they know how to do; in fact, they are overly anxious to have the work of the grade in which they labor "show up" as well as possible. It is their enthusiasm which causes them to force their pupils to turn in work which has been drawn and is not writing. If there is a hard working class of people in this world, it is the public school teachers. No other person will strive more faithfully than the teacher to do the work assigned, as she sees it. While I have mentioned some of the obstacles in the way of business penmanship in public schools, much good work has been done and is being done. Especially is this the case where a qualified supervisor of penmanship is in the corps of teachers.

When I use the word "qualified," I mean a supervisor who really is an expert in his subject. One who, not only can write well, but, can *teach* well; one who understands human nature, and can direct without becoming offensive to his co-workers; one who is sympathetic with the teachers and appreciates the burden they carry in addition to the load he imposes.

SOME OBSERVATIONS.

By W. F. LYON, Supervisor of Writing, Detroit, Mich.

THE condition of the writing in the public schools to-day is about the same as that of a Kansas farm after a cyclone has passed over it. The improvements are gone, and it will take some time to clear away the rubbish.

The children have been struggling for several years with vertical writing. In their desperate efforts to make their writing stand up straight, they are like some people who try so hard to stand up straight that they go over backward. The constant complaint of teachers has been, "We can't keep them from writing backhand." The efforts of the teachers to prevent backhand has produced a conglomerate mess—one letter slanting backward, one slanting forward and occasionally one that is vertical.

The position and penholding which we had labored so hard to establish have been destroyed, and, as for movement and freedom of execution, they are gone entirely.

Vertical writing does not admit of what is known as free movement.

Perhaps I can best express what I think our writing should be by the inclosed copies. These and similar copies we used in our schools one year, just before the Board of Education adopted the vertical. These copies I made at the suggestion of the Board of Education. They proved very satisfactory to teachers and children, and our teachers say to-day that they were the best copies we ever had.

I think they were the first medium slant copies ever published in this country. They produced the very best of results.

Why, then, did we change? Because the book agents used their influence with the Board of Education.

Copies which have the slant of the earth (23½ degrees) are about right.

This slant will be found to admit of free movement, and the letters will be rounded out enough to make them clear and legible.

There are three things which should be observed in writing, and in the following order, namely: Freedom, Legibility, Speed.

As to muscular movement in public schools: I believe in it, but it cannot be developed as it should be so long as so much miscellaneous writing is insisted upon, nor so long as teachers will mark papers down because every letter is not just like the engraved copies in the copy books.

Throw out the copy books. Demand no more miscellaneous writing than is absolutely necessary. Compel every teacher to learn to write properly. Take no papers that are not written with a free movement and stop insisting that children in the second grade shall write as fast and as well as those in the eighth grade and you begin to feel safe in teaching muscular movement in the grades.

STUDENTS' SPECIMENS.

Our private business school friends would be very much surprised could they have an opportunity to inspect all of the specimens received at this time from teachers of our public schools. As the private commercial schools have practically a monopoly of result-producing methods in the penmanship field for the last forty years, they are slow to comprehend the fact that some of our best teachers of writing are now to be found engaged in the public school work. Of the many successful teachers engaged in the work we know of few who are doing as good work as H. W. Darr, of the Rockford (Ill.) High School. The large package of specimens recently sent us constitute a splendid exemplification of modern business writing of such a type as to delight the eye of the most exacting. The quality of line, the conception of form and facility of movement that are so much esteemed, characterize the work of every pupil. Congratulations are due Mr. Darr for his success.

H. E. Wassell, of the Aurora (Neh.) Business College, favors us with some of his class work in writing, and we are glad that he has produced such excellent results in his school. Mr. Wassell is a very enthusiastic teacher who knows on what points to lay the most stress, and his pupils are to be congratulated upon receiving such efficient instruction. Of the specimens received, we wish to especially commend the work of Rena Strand, Emma E. Blirt, Leon F. Ross, Alton Anderson and Asa Meredith.

J. N. Fulton, International Business College, Fort Wayne, Ind., sends us some of the best work we have received this month. Proper spacing and strong quality of line are the dominant characteristics of the work. Mr. Fulton is one of the most successful teachers of writing and we believe that his methods are constantly improving, judging from the beautiful specimens we have received. Our congratulations are due not only to his pupils, but to their instructor.

E. F. Whitmore, of Easton, Pa., has always turned out good work and this year we notice a marked improvement. A specimen received from a score of his pupils places the work done by Mr. Whitmore in the front rank. The movement drills and small letter exercises showing the application of wide spacing are very fine indeed.

'Always be thoughtful of the welfare of others.'

Cut Showing Style Advocated by W. F. LYON.

THE TEACHING OF WRITING IN THE LOWEST GRADES.

By H. W. ELLSWORTH, New York City, Author of Illustrated Lessons and Lectures.

OUR public schools, as organized, have primary and grammar departments, each comprising from four to six or more grades; often several classes in a grade. Some schools have also kindergarten classes for the very youngest children. Legal school age begins at five years. Many children have acquired crude ideas of penmanship before entering school, and have dabbled with pen and ink. This renders primary instruction most difficult, since "a little learning is a dangerous thing," and lessens interest in the teaching. Class teaching necessitates both general and special or individual instruction, if best results are sought. Keen attention is the very best requirement from pupils to render instruction effective. *Strict obedience* to every direction is the next, that each mind may follow the instruction. After these are secured, *observation*, or eye training, may begin, followed by *execution*, or hand training to fix results of observation upon the paper. Proper position of body, hand and pen, and the management of pen and ink should precede the exercise. Free, unrestrained movements on a large scale are first needed, while observing their results, followed by examination, criticism of work done by each.

Form is of less consequence than the manner of performance, at the outset. Yet the *technique* of the art should be observed by the teachers in systematic order. For instance, let first practice consist in taking pen and ink properly and moving very lightly over the surface of trial paper from left to right, following the ruled lines, by turning the forearm and *sliding* on the little finger nail until this can be done correctly and readily. And here is our injunction. *Do not undertake too many things at once.* Only one thing can be done properly at a time, until habit is established. Then another may be added.

The teaching secret lies in getting every pupil to be able to do some one thing to perfection first, to convince him of his ability to master another and another to a complete mastery of all. *Penmanship* is not the simple thing some "educators" would have us infer; but one of the most complex performances in the school curriculum, seldom mastered by teachers themselves. It is both mental and manual, and every error faces its author like an accusing conscience. Begin your lesson with a few pleasant remarks on the purpose and advantages of being able not only to write but to write well. Explain that it is not a race wherein the swiftest shall win but the slowest may win, if instructions are best followed. Warn against *haste*, *carelessness* and *too quick motions* of pens. Seat each pupil so that the feet shall rest flatly on the floor and the desk come within the *visual range* of the eyes without stooping.

Show how to take pens and ink properly and explain their make, nature, qualities and proper management. Select all writing materials yourself so they shall be uniform and of the best. Have first lessons short but *sweet*. When pupils begin to play it is time to stop, as that means they are tired of the writing exercises.

First step, on paper, to slide the pen from left to right, following the ruling a given distance, say *one inch*. Give them a standard of measurement until the eye is trained to length. Movements are to be (1) easily, (2) quickly, (3) smoothly made. Keep work together by counting for each line to begin. After several lines are drawn, say "rest," at which they are to lay down pens with points toward the right.

Second step: Examine and criticize the work done as to

(1) length, (2) quality of mark, (3) straightness, (4) uniformity, (5) blots, (6) smears, (7) care. Then "take pens," "touch ink," write again, counting 1, 2, 3, 4, etc. Lengthen the distance to *two*, then *three* inches, etc., until the whole width of sheet can be covered with a single sweep. Then change to down strokes, the width of spaces between ruling both vertical and slanting, after which up and down marks may be combined, then ovals to fill same spaces; both direct and reversed.

Follow these preliminaries by lateral and downward movements as in i, o, u, n, etc., spacing them at uniform distances on the ruling. Use blackboard freely to show what and how each exercise is to be done so all may be clearly understood before starting. Bestow praise on *effort* rather than result. Draw out the *best* in every pupil and urge him to *perfect* some *one thing* before dissipating effort on many. But I have exceeded my limit and must refer you to my "Illustrated Lessons and Lectures" for further models of lessons.

SUGGESTIVE METHOD OF HOW TO USE A COPY BOOK.

By D. H. FARLEY, State Normal School, Trenton, N. J.
Author of Silver-Burdett Series of Copy Books.

First, In the lower grades, the teacher should write the copy on the blackboard in a large, bold hand, giving the pupil an opportunity of seeing the copy grow from line to letter, letters to words, words to sentences. Allow the pupils to keep the book open for comparison of the copy with board work. This attracts attention and leads to close observation of the pupils. This is not only interesting and helpful to the pupils in keeping them thinking and practicing on uniform standards, but it keeps the teachers up to a uniform standard in their own handwriting, which makes them better teachers and examples.

Without a book, both teacher and pupil retrograde into loose standards.

Remove all copy books, dictionaries and other text books from the school room and there becomes as many standard forms of letters, punctuation, spelling and the ways of doing things as there are individual teachers in the different grades.

Good books not only establish correct form, punctuation, spelling and best ways of doing things, but they also work out a logical course of what to do.

A teacher who works without a book in any subject, as a rule, is like a ship without compass or rudder, always drifting somewhere, but never knows just where. The teachers should never teach their own individuality, but they should select that which experience has proven to be the best for the children while they are in the formative period of life, and the ripest experience is found recorded in books.

Second, after the copy on the board has been criticised, it should be removed, and the pupil should write in the book as a careful study of form, with such help as the teacher may be able to give.

Third, as a test, the pupil should write the copy on paper, immediately following writing in the book.

For the higher grades, I would suggest the following:

First, Dictate from copy in book for the pupil to write on practice paper.

Second, pupils open books and compare, criticise and mark errors. Teacher to use board in pointing out and illustrating general principles or defects, as found in the examination of work being done.

Third, practice for a few moments on movement drills preparatory to writing in book.

Fourth, write again on paper as a test of improvement, without copy. Collect and mark papers as well as books.

PENMANSHIP IN CONNECTICUT.

By HARRY HOUSTON, Supervisor of Penmanship, New Haven Public Schools, and the State Normal Schools at Danbury, New Britain and Willimantic.

Penmanship in the public schools of this State is improving. There is more special supervision of this subject than ever before. Only one place comes to mind where the position of supervisor of penmanship has been abolished, as against six where this position has been created and a teacher regularly employed. This means six new positions in the past few years. There is a tendency to employ supervisors of penmanship to look after the work largely through helping the regular teachers, rather than to employ special teachers to make frequent visits and do practically all of the teaching. The supervision plan is believed to be more effectual and economical. It attracts better men and women, as a larger territory can be covered, insuring a much higher salary. The smaller places cannot afford to employ a supervisor, but by combining with other places a competent person can be employed.

The four State Normal Schools are giving regular instruction in penmanship, and are, undoubtedly, sending out teachers better prepared in this subject than ever before. Before receiving a diploma these students must pass along with other subjects a rather rigid examination in penmanship. Other teachers who obtain a state certificate must pass this examination. One of the Normal schools conducts a correspondence course in penmanship and a number of teachers from all over the State avail themselves of this opportunity of improving their handwriting and of obtaining help in teaching. A great many teachers' institutes are held in different parts of the State and there is considerable demand for instruction in penmanship. These things go to prove that teachers and superintendents are interested in this subject and that much is being done to bring about better results.

Changes from slant to vertical and from vertical to slant have been made here in Connecticut as much if not more than in neighboring states. The change to the vertical system produced an improvement in legibility, but it also produced so much slow, coarse and ungainly writing that during the past two or three years the majority of places have changed again to a style sloping from ten to twenty-five degrees to the right of vertical.

These changes have failed frequently to bring about the improvement that was predicted or anticipated, and there is evidence that more attention is being given to the improvement in instruction as a means of producing better results.

In selecting the standard or copies to be placed before pupils, and in determining the instruction to be given, we have been guided by the fact that there would be a deviation from any standard selected. We have to deal with human beings that are individual and not with uniform machines. If it were possible for all pupils to write alike, any system or style of writing would produce fairly good results. There is very little poor writing in any copy books, copy slips or manuals, but the trouble is that pupils deviate from these copies and very frequently develop inelegant or illegible writing.

If this point is conceded, then we ought to agree that, if

possible, the standard should be such that there may be a reasonable deviation without developing objectionable styles of writing. The trouble with too many copies that are placed before pupils is that they are near the danger line. It is only a short step to poor writing. This is true not only of slant, but of the forms of letters, spacing, etc. For example, letter forms based on the square or circle are not only slow to execute, but a slight modification produces poor writing. Thin letters are also near the danger line, as there is a tendency to angular writing. Vertical writing is next door to back hand, and the position and penholding make practically all of the variation to the left of vertical. If the standard for slant is placed much to the right of vertical so that too much hinge-like or lateral movement is used, the deviation will be to the right of the standard, increasing the slant, increasing the tendency to make angular, illegible writing and increasing the difficulties of learning.

After considerable experience and experimenting with both vertical and slanting writing, we have adopted a standard for slant about ten degrees to the right of vertical, the letter forms being based on an oval three parts wide to four in height, as shown in the illustrations. There may be a deviation from this standard of about ten degrees either way, without developing objectionable styles of writing. It eliminates the worst and yet retains the best features of the vertical system. There is sufficient slant to make progress across the page easy, thus insuring rapidity, but not so much slant as to produce angular, illegible writing, or to make it difficult for young children to acquire a good handwriting.

In regard to the movement taught, we aim to have pupils combine the finger and forearm movement. The chief emphasis is placed upon acquiring the ability to form the letters well and at the same time move the hand freely and continuously across the page.

The movements used in writing may be divided into two: one that is concerned chiefly in forming the letters, and the other in moving to the right along the line of writing. To write well and with facility these two movements must be co-ordinated. A poor penman invariably alternates these movements, making a few letters, then stopping to hitch the hand along.

The chief difficulty in acquiring good movement is poor position and penholding. The great amount of written work required in the grades makes it exceedingly difficult to put into practice what is taught in the penmanship lessons. Fortunately, in many schools, a great deal of this written work is being eliminated from the primary grades. In this city, pupils do not need to use handwriting until the middle of the second year, and then but little is required.

Selecting the standard or models to place before pupils is important, but when this is done it becomes a fixed element, and we must look to the instruction for better work. It is, however, along both these lines that we must look for improvement. Considerable experimental and research work is being done in several universities to determine the best standard and the best instruction. These experiments and numerous changes show that this subject is in an unsettled condition and that the results are not altogether satisfactory. This should not be discouraging, as out of these conditions must come something better than we have ever had before.

"Experience shows that success is due less to ability than to zeal."

THE JUDGMENT OF A VETERAN.

Dear Sir:

Replying to your request for an expression of opinion as to what have been the results obtained in the public schools from the teaching of vertical writing during the past six or eight years, and how to undo the harm that has been wrought by this teaching, I answer as follows:

So far as my observation has extended (and I have seen much of the so-called vertical work), the results have been very unsatisfactory—unsatisfactory to business men; unsatisfactory to those who have a feeling for graceful form and flowing lines; unsatisfactory because of ugly form and slow, broken movement. Of the hundreds of pupils coming in to Hartford schools from outlying towns during the past seven or eight years and having had practice in the vertical style, I have never found one that didn't write anywhere from five to twenty degrees to the left of a vertical line, or backward. Account for this as you please, it is a sorry fact.

Last June I sent a letter to the Superintendent of Schools of every city in Connecticut and to some of the larger towns, also, asking—First, "What style of writing is taught in your schools?" Second, "If you have had vertical writing and discarded it, what was the reason for so doing?" From about ten of these places I received the reply, "vertical is taught." From about fifteen I received replies stating that vertical had been tried and abandoned for slant work, the reasons given for the change being almost uniformly of the same import—namely, "The vertical was thrown out because it ran mostly to backward, and business offices reject it." The superintendent in one large city said: "Boys writing vertical are handicapped in seeking employment in offices; merchants don't like it." This last reply is very significant and fitly expresses the sentiment generally felt throughout the country as it appears to me. The style certainly fails to meet the demands of the business community. The graduates of our business colleges writing a medium slant hand of sixty to sixty-five degrees command the situations in business offices and drive the writers of the slow, backward "vertical" inevitably to the wall. Account for this as you please, it is the stubborn fact.

How to "undo the harm" that has been done to our children by the deplorable advent of vertical is similar to the abandonment of any other error. *Drop* it with a thud that can be heard from Passamaquoddy Bay to Puget Sound. It is like the healing of a bad wound, correcting any bad habit, as in fingering the piano, bowing the violin, awkward handling of the billiard cue, etc. It will require time and patient practice in the *right* way. I foresaw clearly what the outcome of teaching upright strokes would be. Other penmen and life-long teachers of writing foresaw it as clearly. We expostulated and warned against it. The hand in writing and drawing seeks the slant naturally. We were ridiculed and called "old fogies." The vertical style never had any great following among men who knew how to write and *could* write. Its advocates were, no doubt, well-meaning persons, but educators in other branches than writing. The children have been the victims of this crusade and the booksellers the chief beneficiaries.

We hear it said sometimes that "Vertical requires less effort on the part of the teacher during the writing lesson." "Easier to teach," etc. To this I answer that public schools are not established and maintained for the benefit and comfort of *teachers*, but for the good of *pupils*, and that these are justly entitled ever and always to be taught *right* so that, quitting school, they may make the most of their knowledge in the office, the store, the counting room or other calling. The instruction in writing in public schools should pattern after the methods pursued in our best business colleges, as far as it is possible to do so. I mean by this the teaching of position,

drills, movement, slant, letter-forms, etc. Of course, the element of *time* is against the public school. We can't have it, but we should have at least three thirty-five minute lessons weekly in the higher grades to acquire fluent movement and correct forms. The teaching should be done by one who can *write* and write *handsomely* both on board and paper; one who can do work so well that the pupils will admire it and thus become inspired by seeing it. Until these conditions are thoroughly established and followed faithfully right along, there will be found only tolerable proficiency in writing in the public schools; nothing that rises to the standard of "excellent."

Yours truly,

LYMAN D. SMITH.

Hartford, Conn., May 6, 1905.

PENMANSHIP IN CHICAGO SCHOOLS.

The Chicago Principals' Association, after devoting an entire session to the consideration of penmanship, adopted the following resolution:

That an optional slant be adopted in place of the vertical writing, the slant not to exceed $22\frac{1}{2}$ degrees from the vertical, and that the slant of from 10 to 15 degrees be deemed preferable.

That copy slips, prepared under the direction of the superintendent and furnished by the board of education, be used instead of copy books.

That in addition to the copies the copy slips provide drill exercises for free arm and rotary movements, and that these drill exercises be used systematically as needed till a good automatic writing habit be attained.

That the pupils sit to write in the oblique, middle position.

That the material—pen, ink and paper—furnished by the board of education be as good in quality as is provided by the banks for their customers.

That it should behoove us of the schools to pay respectful deference to the reasonable wishes of the public.—*From the Transcript, March 3, 1905.*

THE DINNER OF THE R. B. I. ALUMNI.

The Rochester (N. Y.) Business Institute Alumni Association had its beginning on Thursday evening, April 20, at the Victoria Hotel, New York. There were about thirty present, among them being M. F. Pratt, William E. Drake, L. Madarasz, T. G. O'Brien, M. L. Miner, E. McMichie, W. H. Vernon, C. M. Guldner, H. C. Post, H. W. Patten and A. F. Foote.

Short addresses were given after the dinner by W. E. Drake, A. N. Palmer, H. W. Patten, S. C. Williams, H. G. Healey, E. E. Gaylord and Fred P. Salisbury. H. G. Bockins, of New York, gave some very entertaining impersonations. Irving E. Burdick, an alumnus of Yale and the R. B. I., was master of ceremonies.

Charles Osgood, of the Packard School, New York, sang very nicely, and Fred P. Salisbury gave some comic songs. The ability of S. C. Williams as a teacher and the reputation of the R. B. I. as a school was spoken of very highly by those present. This institution may be proud of the group of men representing business, law and teaching. The schools' colors, red and blue, made a very pretty ribbon design, which was worn by all.

The association will be a permanent one, and there is no doubt that next year a large number will again meet in New York.

My Personal Promises and Agreements
 I join this penmanship class for three
 weeks to attend for fifteen days and
 promise to attend each lesson for the
 entire term writing teacher to make a
 success of his class work. govern
 myself and aid the

My Personal Promises and Agreements;
 I enter this class for three weeks, not for
 a fraction there of, and promise to attend daily,
 govern myself and aid the writing teacher to
 make a success of his class work

This specimen shows the result of fifteen one-half hour lessons—a total of seven and one-half hours. The work was done by a pupil in the public schools of Trenton, N. J., and the teacher was R. N. Marrs. Mr. Marrs has devoted a number of years to giving short courses of lessons in movement writing in the public schools, and this specimen, taken at random from a large number sent to this office, is a fair sample of the results he is getting.

LET US HAVE YOUR AID.

Some time during June or July the President, C. P. Zaner, Columbus, O.; Vice-President, F. B. Virden, Chicago (Ill.) Business College; General Secretary, J. C. Walker, Detroit, Mich.; Chairman of the Executive Committee, J. A. Stephens, Metropolitan Business College, Chicago, Ill.; J. F. Fish, Northwestern Business College, Chicago, Ill., and E. W. Spencer, Spencerian Business College, Milwaukee, Wis., of the National Commercial Teachers' Federation, expect to meet in Chicago to formulate the preliminary plans for the program and general meetings of the Federation next December.

Any one of the above will be pleased to hear from you, personally, in the meantime as to when you should like to have the meeting held, what you should like to see done, whom you should like to see on the program, what topics you should like to have discussed, etc.

Now don't put it off or expect the other fellow to do the planning and writing, but do it yourself and do it now. Let us have your counsel now, so that we may have then the largest and best meeting ever held.

Fraternally,
 C. P. ZANER.

DIXON CRUCIBLE MEETING.—OLD BOARD OF DIRECTORS AND OFFICERS RE-ELECTED.

At the annual meeting of the stockholders of the Joseph Dixon Crucible Company the old board, consisting of Edward F. C. Young, John A. Walker, Edward L. Young, William Murray, George T. Smith, Joseph D. Bedle and George E. Long, was unanimously re-elected. The board of directors re-elected the former officers, namely, Edw. F. C. Young, president; John A. Walker, vice-president and Treasurer; George E. Long, secretary. Judge Joseph D. Bedle was also re-elected as counsel.

The stockholders present expressed themselves as thoroughly satisfied with the management of the company by its officers.

Of the total number, 7,343 shares there were represented 7,145 shares.

The St. Paul (Minn.) *Pioneer Press* of April 26th states that Supt. A. C. Tibbetts, of Blue Earth, Minn., as chairman of the last meeting of the city superintendents of schools, was authorized by that meeting to appoint a committee of superintendents to investigate penmanship in the schools of the State and to make an exhaustive report at the next meeting. The committee was appointed, and will report as requested.

A CONTEST FOR TEACHERS ONLY.

In this issue we present a problem in Higher Accounting, together with its solution. Through the kindness of Frank Broaker, a prominent accountant in New York City, we are privileged to offer one of his mail courses, valued at considerably more than \$100, for the first correct solution of the problem below. All answers are to be sent to THE JOURNAL office and marked, "Accountants' Contest." The judges will be guided by the postmark on the envelope as to which was the first correct solution forwarded.

Problem.

In a joint venture, A, B & C each contributed 1/3 of \$7,000, (\$2,333.33 each), and were to share equally in the profits of a real estate venture. They secured an option for this money on two blocks of realty. After securing this option, B sells his interest to C for \$2,333.33, receiving in addition a bonus of \$3,333.33. C holding 2/3 of joint venture, agreed to divide his 2/3 interest into five parts, of which he was to retain 2/5, D to receive 1/5, E 1/5, F 1/5. The syndicate acquired the property for \$205,000, and interest \$267.41. They gave in payment a first mortgage \$150,000, second mortgage, \$20,000. Paid cash in one payment \$12,000, allowance on release \$125, second payment cash, \$23,142.41.

They sold one parcel for \$94,000, and interest \$108.33, and received therefor, cash \$10,500, subject to first mortgage \$60,000, subject to second mortgage \$13,000, also a purchase money mortgage of \$5,000, allowance on release \$75, another payment of cash \$5,533.33. C, D, E & F contribute in cash in settlement of interest acquired from B.

C 2/5 of \$2,333.33 =	\$933.33
D 1/5 of 2,333.33 =	466.66
E 1/5 of 2,333.33 =	466.67
F 1/5 of 2,333.33 =	466.67
	<u>\$2,333.33</u>

The bonus of \$3,333.33 was paid as follows:

C paid \$2,500 out of the \$10,500 received from sale of the first parcel of property, and the balance, \$833.33, was paid as follows:

C 2/5	\$833.33
D 1/5	166.66
E 1/5	166.67
F 1/5	166.67
	<u>\$833.33</u>

The syndicate, to pay the \$23,142.41, balance of purchase price of the property, contributed amounts as follows:

A	\$4,500.00
C	9,642.41
D	4,000.00
E	5,000.00
F	<u>\$23,142.41</u>

How much money should the concerned pay in or draw out, to maintain their respective interests on a cash basis?

INVITATIONS RECEIVED.

Forty-seventh Anniversary and Commencement Exercises of the Packard Commercial School, Monday evening, May 22, 1905, at eight o'clock, Carnegie Hall, New York.

You are cordially invited to be present at the celebration of Founder's Day of the Packard Commercial School, New York, Friday, April 28, 1905. Address by J. L. N. Hunt, LL. D., District Superintendent of the Board of Education.

NEWS OF THE PROFESSION.

ON the evening of April 28th the faculty and students of the Indiana Business College, Muncie, Ind., of which Charles C. Cring is General Manager, tendered the annual reception to their friends. A large attendance was present, and the program was very interesting.

A recent issue of the Greenville (Ill.) *Advocate* devotes considerable space to an account of the election of W. A. Orr, formerly of Greenville College, as Mayor of the city. Mr. Orr was elected by a majority of 212. Congratulations.

We note from the Seattle (Wash.) *Sunday Times* of April 2d that the Hyatt-Fowells School of Stenography, Bookkeeping and Business maintains its own printing office, giving practical and first hand experience in commercial designing and advertisement writing. This is certainly a unique feature.

From a recent letter received from J. H. Cox, Brown's Business College, Galesburg, Ill., we quote as follows: "A contest has just closed conducted by "Education in Business," of Peoria, Ill., and I wish to call your attention to the part the Galesburg School had in it. Five of the subscribers to your paper are winners. They are as follows: Elmer Sells, Hugh Harvey, Oscar Kaline, Mort Joiner and Albert Wyman. Mr. Joiner and Mr. Wyman are prize winners, receiving fourth and sixth, respectively. The others received honorable mention. Out of the seventy names listed, the Galesburg School won first, second, third, fourth, fifth and sixth prizes, and twenty-five of our students received honorable mention. A. N. Palmer, Cedar Rapids, Ia., was the judge." This account speaks well for the work of Mr. Cox.

D. W. Hoff, instructor of penmanship in the public schools of Lawrence, Mass., gave a very interesting lecture on the evening of March 20 at the United Congregational Church of the above named city. Mr. Hoff's talk was very entertaining.

G. W. Miller has established the G. W. Miller College of Show Card and Sign Art at 418 Columbus avenue, Boston, Mass. Since the opening of this school it has graduated a long list of pleased students. Mr. Miller has a wide experience along this line of work, and we believe that all who enlist with him will be greatly benefited.

My dear Mr. Healey:

The news of the sudden death of Mr. Kennedy, gave me an inexpressible shock. Only a few days ago I saw him at the E. C. T. A. meeting in New York City, apparently enjoying perfect health, and it is hard to realize that he is dead. He had been for years associated with me in Convention work, and his sterling qualities of mind and heart commanded my admiration and esteem. Mr. Kennedy had a brilliant future before him, and he will be sadly missed from our educational gatherings.

CHAS. T. PLATT.

Hoboken, N. J., May 6, 1905.

The Editor of THE JOURNAL was recently called upon to decide a writing contest by the pupils of L. E. Stacy (Salem, Mass.) Commercial School. The specimens submitted were very good, and after careful inspection the following decision was made: B. D. Steele, first prize; Arthur Robinson, second prize, and Robert F. Nutting, third prize.

EDITOR'S CALENDAR.

FORTY CENTURIES OF INK, or A CHRONOLOGICAL NARRATIVE CONCERNING INK AND ITS BACKGROUNDS, by DAVID N. CARVALHO. The Banks Law Publishing Company, New York.

Considering the immeasurable effect ink has had upon the world during the centuries that have gone, it is not surprising that one of the best authorities on this great instrument of civilization should now come forward with a work which gives a complete history of ink, from the earliest times down to the present day; it is only surprising that some one has not already taken up the subject in a comprehensive manner. It would seem, however, that Mr. Carvalho has done his work so well that it would be entirely superfluous for others to attempt to enlarge further upon the subject. Beginning with the "Genesis of Ink," we are carried back to the days when Egypt occupied a commanding position in the geography and history of the world. But, although the Egyptians may have excelled in the use of ink, by a strange irony of fate, it is not through any record of herself in ink that she is known to us to-day. In the succeeding chapters we are made thoroughly familiar with this almost magic fluid, and are also given a thorough understanding of ink, the commercial product, as it exists to-day. Mr. Carvalho has not only given us a book of great technical value but one which makes interesting reading to the public in general.

RIP VAN WINKLE, by WASHINGTON IRVING. In the Reporting Style of Pitman's Shorthand. Isaac Pitman & Sons, 31 Union Square, New York. Price, 25 cents.

There is no American author nearer to the heart of his American readers than Washington Irving, and the Pitman people could not have chosen any production more calculated to interest the pupil and carry him on through the pages of the book than Rip Van Winkle. With the Pitman presses turning out such interesting and valuable literature, it is not surprising that the Isaac Pitman system of shorthand is not only maintaining its position in America, but also making great strides year by year.

GRADUATED TESTS IN PITMAN'S SHORTHAND, Isaac Pitman & Sons, 31 Union Square, New York. Price, 20 cents.

This is another of those helps for stenographers, the publication of which has done so much for the popularity of Isaac Pitman shorthand. We are given here a series of revisionary exercises designed to test the student's knowledge of the system. Each page contains five columns. In the first is given the name of the word; in the second the pupil makes his outline of the word; in the third the teacher makes the necessary correction, if any is required, and, in the fourth and fifth columns, the pupil copies the corrected outline. The object of these tests is to enable the pupil to gauge his progress in the art, and something like two thousand words are given.

PROCEEDINGS OF THE NATIONAL COMMERCIAL TEACHERS' FEDERATION, at the Ninth Annual Convention, held at the Chicago Business College, Chicago, December 27, 28 and 29, 1904. Enoch N. Miner, Publisher, 337 Broadway, New York.

From the frontispiece—an excellent likeness of Robert C. Spencer—to the end of Mrs. John R. Gregg's banquet toast, "Speaking O' Man," the book is deeply interesting to anyone familiar with the N. C. T. A. and its work. The entire proceedings of the Convention are here collected in a form suitable for preservation.

PRACTICAL WRITING, by PLATT R. SPENCER'S SONS. American Book Company, Publishers, New York, Cincinnati, Chicago. Price, 60 cents per dozen.

There are some things the name of which guarantees the quality. In every branch of manufacture there will be found one name, at least, which stands for absolute merit. Other articles of the same kind *may* be good; the product of this one factory is good. So when we see a publication on writing, bearing the name of Lyman P. Spencer, there can be no question as to the merit of the work gotten out. While the names of Robert C., Platt R. and Harvey A. Spencer are all well known in the penmanship world, the personality of that able and, personally, most delightful of men, seems to dominate "Practical Writing." This publication consists of a series of six books, each one adapted to the pupil in a distinctive stage of advancement. In Book One the pupil is given an object lesson in the things of which he writes—noon, for instance, is fittingly typified by a team of horses standing quietly with their noses in the bags of oats. Throughout Book Two the illustrations are continued. In Book Three sentences are given. Four and Five are for pupils still further advanced, and Book Six presents sentences and business forms. The books represent the furthest advancement along the line of copy book penmanship, and one hardly knows which to admire most—the ability of Lyman P. Spencer, the penman, or the personality of Lyman P. Spencer, the man.

It will pay any teacher of writing who feels that he is not getting the results he should to get into communication with L. Madarasz, about his special course in July. He will put a chart and compass into your hands, fill you with confident enthusiasm and start you on a safe voyage across the sea of success. A large bundle of students' specimens just at hand forms conclusive evidence that his methods are constantly improving.

The Highest Standard and Only

ILLUSTRATED

LECTURES AND LESSONS

ON THE PHILOSOPHY, PHYSIOLOGY, PSYCHOLOGY, PEDAGOGY, AND CHILD STUDY; TRAINING AND PRACTICE OF THE

THEORY and ART

OF

PENMANSHIP

FOR STUDENTS AND TEACHERS IN PUBLIC, PRIVATE, NORMAL AND COMMERCIAL SCHOOLS AND COLLEGES, OR HOME READING AND STUDY

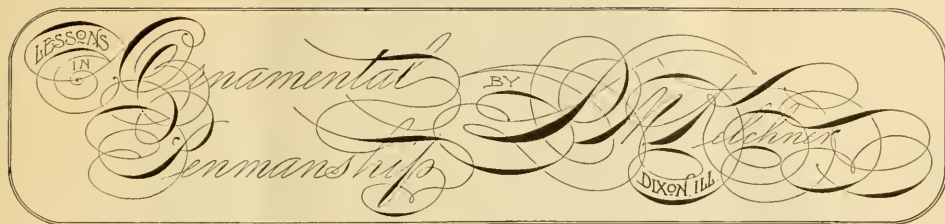
By HENRY W. ELLSWORTH

Formerly Special Instructor in Penmanship in the Bryant & Stratton Chain of Commercial Colleges, and Special Teacher in New York City Public and Private Schools; Author of the Ellsworth System of Penmanship, Book Keeping, Etc., Etc.

PUBLISHED BY THE ELLSWORTH COMPANY

(Special to Teachers) 298 pp. Cloth, 7 x 8 in., \$1.50

127 DUANE STREET, NEW YORK



WE have gotten to a place in these lessons where it will test our skill. If you have slighted or neglected any of the former lessons you will have trouble with this one. On the other hand, if you have thoroughly mastered all former lessons you should experience no great amount of difficulty with this work. Remember in these copies not so much how many and fast you write them, as how accurately and well you get them. You must write fast enough in making the small letters so as to secure smooth, delicate hair lines. The capitals must be made rapidly and with a free, elastic movement.

Copy 194. Make the capitals as near alike as possible. The small letters should be uniform in slant and spacing. Try and arrange it on your paper the same as copy. Don't give up on this copy the first time you try it. Write four or five copies each day for the next month, and I will assure you it will do you no harm. You will be surprised how much better and how much easier it will then be to write it. Don't write the small letters too large. Small and neat.

Copy 195. Practice first on the words "Ornamental Capitals." Then take the capitals, making a complete set before you stop. Look over your work carefully and note and mark the ones you have failed to make well. Then practice on these letters separately until you can make them about as well as the rest. Now try another complete set. Criticise and select your poor letters again and practice on them separately, and continue in this way until you can get a complete set to grade and balance up nicely. You can't well give this lesson too much time, for it takes time and much practice to make a set

of ornamental capitals well. You can about count the professional penmen on the fingers of one hand who can really make a good artistic set of ornamental capitals.

These capitals must be made with a free movement and must be about uniform in slant and height. See that the shaded strokes are about the same. All hair lines should be fine.

Study the forms carefully and critically. Do your best. Use a good free movement. These capitals of mine were made entirely with the forearm or muscular movement. Can't you do as well, or better?

THE NEWS EDITION.

The Clearing House of the penmen of America and the up-to-date teachers of writing and commercial subjects is the *News Edition* of The PENMAN'S ART JOURNAL. Every line of matter in the Regular Edition is given therein, yet—in addition to that great budget of good things—eight pages supplementary matter are added, and they cover at first hand, authoritatively, the entire news and happenings in the profession, not only in the penmanship line, but the entire field of commercial schools. Therefore, if you are a penman or a commercial teacher, no matter what calibre, you will find in the *News Edition* of the PENMAN'S ART JOURNAL something that is worth a dollar, the subscription price. This is not a challenge—it's a suggestion. The PENMAN'S ART JOURNAL, 203 Broadway, New York.

194.

There is a march more dear to Heaven
Than martial tramp of hostile line.
Tis when each pulse of thought is given
To aid the upward march of mind.

195

Ornamental Capitals



Students' Specimens.

This is the season of the year when students are sending in specimens of their best work in penmanship. Those pupils who at first thought they were making no progress are now surprised to find how accurately they can form the letters, and many of them hardly recognize the scrawl which represented their best efforts six or nine months ago.

The specimens received from L. E. Stacy, of the Salem Commercial School, must be seen to be appreciated. There is not a poor page in the entire collection. Mr. Stacy is to be congratulated on the results he is securing in his classes.

L. H. Boyd's class in the Morse Business College, Hartford, Conn., have sent *THE JOURNAL* a large assortment of home work. Mr. Boyd is a firm believer in plenty of practice outside of class hours and the results of this belief can easily be traced in the samples of work from his pupils.

Three pupils of J. W. Welsh, Thatcher, Ariz., have received certificates for good work with the pen.

L. F. Affhauser is getting results in his penmanship classes at the Connecticut Business College. It is a pleasure to award certificates for that kind of work.

Winners of the award at the Dakota Business College, Fargo, N. D., are Alfred J. Gilles, Fred B. Heath and W. J. Taylor.

A good idea of the kind of work performed in Luther Academy, Wahoo, Neb., may be gained from a number of practice pages sent in by J. M. Ohlsund. Every line gives evidence of careful work.

G. A. Bergeron, Quebec, Canada, has favored us with some finely executed oval work. They are exceptionally good specimens.

Were it not for the difficulty in making a selection from among the specimens of writing sent in by A. K. Feroe, of the Lutheran Normal School, Madison, Minn., it would be a pleasure to mention the names of some of the best writers. Every one of the specimens sent in merits a certificate.

A number of business forms from pupils of the Scranton, Pa., Business College prove conclusively that C. W. Carlton knows how to train the members of his penmanship classes to become good business writers.

From the evidence received it would seem that pupils at the American Business College, Minneapolis, Minn., are alive to the importance of business writing. Their claims for certificates are instantly recognized.

J. B. Fuerth permits us to note the progress made by some of his pupils who have been following Mr. Lister's Lessons. Mr. Fuerth and Mr. Lister both have good reason to be well satisfied with the results.

George Walks, of H. P. Behrensmeyer's class, at Quincy, submits a set of capitals written with a strong, free movement. There is not a poorly formed letter among them.

Baltimore Business College,
Baltimore, Md., April 28, 1905.

Mr. H. G. Healey, Editor, *Penman's Art Journal*, 203 Broadway, N. Y.

Dear Mr. Healey:

The enthusiastic and hearty response given my invitation to hold the next meeting of the Eastern Commercial Teachers' Association in the Baltimore Business College, Baltimore, Md., was indeed very gratifying to me. The large majority given in favor of our city on each ballot, certainly leaves no doubt that Baltimore is the logical place for our next meeting.

I have always believed that deeds count for more than words, and I therefore deem it best to show you what Baltimore can and will do, rather than tell what we expect or hope to do. I am a firm advocate of thoroughness and preparedness. I believe that history will show that battles are won by being thoroughly prepared before facing the enemy. In this connection let me suggest that *now* is the time to prepare for our next meeting in order that it may be a great big success.

It has been a rule of my life to undertake nothing without first considering the consequences, and then entering into it with my whole soul, with the full determination to succeed.

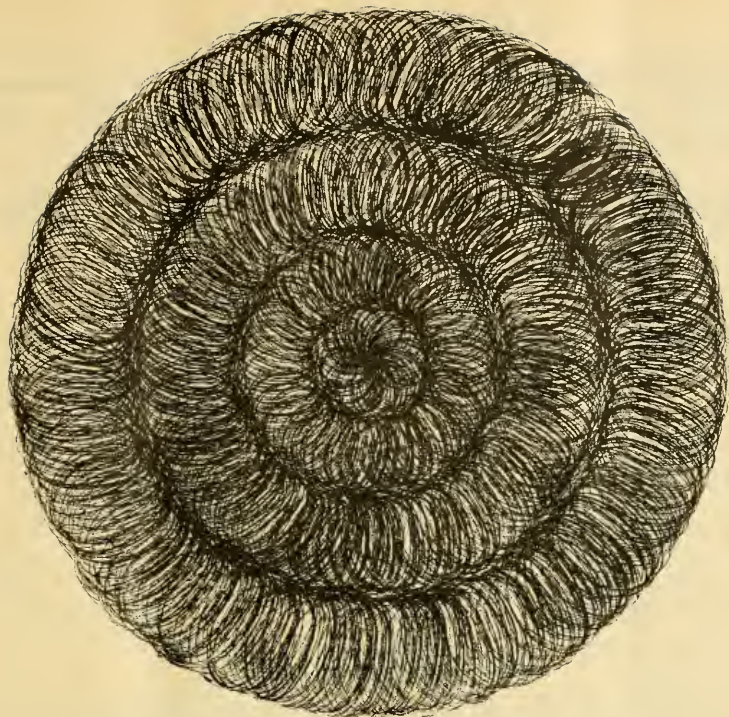
No one who knows Baltimore, her many attractions and hospitable people, will doubt for one moment that our next meeting will be the most pleasant and beneficial. Rest assured that I shall do my full duty and will then regret that I could not do more.

At some future time I will lay before you some of the many advantages offered to such a meeting by this beautiful Monumental city.

I feel confident that we shall have the hearty co-operation of your excellent paper, and assure you that your assistance will be greatly appreciated, and, in conclusion, let me say that a most hearty welcome awaits each member.

Very truly yours,

E. H. NORMAN.



Movement Design by Jessie Murdock, Vineyard School, Providence, R. I.

Mussiness Mussiness Mussiness
Mussiness Mussiness Mussiness
Mussiness Mussiness Mussiness
Mussiness Mussiness Mussiness
Mussiness Mussiness Mussiness
Mussiness Mussiness Mussiness

Genius is eternal patience.
Genius is eternal patience.
Genius is eternal patience.
Genius is eternal patience.
Genius is eternal patience.
Genius is eternal patience.

The above two specimens were written by pupils of the same age—thirteen years. They serve to illustrate very satisfactorily the result of drilling pupils in movement exercises. The upper specimen came from A. H. Steadman, Supervisor, Cincinnati, Ohio.

Pernin Universal Phonography

The Original Light Line Shorthand

NO SHADING NO POSITION CONNECTIVE VOWELS

The simplest, most legible and rapid shorthand ever invented.

A Radical Departure from Pitmanic Principles.

PERNIN PHONOGRAPHY is the corner stone which marks the era of a REVOLUTION in the art of shorthand writing. To-day every up-to-date school teaches light line shorthand. Is your school among them?

If you don't teach Pernin shorthand, write us to-day. Full descriptive matter will be mailed you on request. Ask for our booklet about Pernin Universal Phonography—a postal card will bring it.

What Pernin Pupils Accomplish

Prof. W. J. Roche, principal, until recently, of the Commercial Department of ST. MARY'S (PA.) HIGH SCHOOL, writes us of two of his pupils, who, with only a FEW MONTHS' experience, have acquired the excellent speed of 200 words per minute. Of one of the young ladies, Prof. Roche says:—"Miss McBride completed her shorthand course, under my instruction, in just SIX WEEKS, taking only three lessons per week. At the end of this time she had developed the astonishing speed of 125 words per minute. Immediately after the close of the school term Miss McBride accepted a position with the P. S. & N. R. R. Co., where her speed rapidly increased to 200 words per minute, by actual test."

Such results clearly demonstrate how perfectly adapted is Pernin Shorthand for High School study.

AWARDED WORLD'S FAIR MEDAL AND DIPLOMAS

TEACHERS!

The DEMAND for competent PERNIN teachers far exceeds our supply. We want every teacher who can handle commercial subjects and PERNIN Shorthand to file an application with us at once for the coming Fall. Do it now. If you are a commercial teacher and can't teach PERNIN SHORTHAND, or if you teach some other system and wish to increase your earning capacity, and create a greater demand for your services, write us to-day—we have a proposition that will interest you.

Have you used PERNIN'S BUSINESS DICTATION BOOK? It is composed of Actual Dictated Business Letters. Conceded by all who have used it to be the best work of the kind published.

Sample copy to schools, 35c. postpaid.

THE H. M. PERNIN PUBLISHING CO., Detroit, Mich.

Two Matters to Interest You

FIRST

Our new INTERCHANGEABLE PLAN of business or office practice.

With this new course the offices may be used or suspended at any time without complicating, or in any way interfering with the student's work.

THIS NEW IDEA is a feature of our MODERN INDUCTIVE BOOKKEEPING, an ENTIRELY NEW COURSE, which starts with an ideal introduction to the purpose and use of accounts, followed by attractive business practice with individual results.

Write us and we will tell you all about it.

SECOND

Mr. Marshall's new work on BUSINESS ENGLISH, which will soon be off the press. It is just what you have been looking for—a usable book of Plain English that is REALLY PLAIN. 25c. will bring you a sample copy; this amount returned in case of adoption.

"THE UP-TO-DATE PEOPLE"

Goodyear-Marshall Publishing Company
CEDAR RAPIDS, IOWA

"LET'S BE FRANK"

¶¶ We have not placed so many teachers within the past thirty days as we should have liked—probably not more than one teacher to three vacancies.

BUT—we placed some at good salaries, and some others (more) at medium salaries, and yet others (most) at small salaries. Our aim is to "Fit the Teacher to the Place." A misfit teacher pays the same commission—**BUT**

¶¶ No bait is offered by this Bureau, either in the way of free registration or for the betrayal of confidential information. School proprietors and teachers alike need no assurance that arrangements effected through our instrumentality are respected as sacredly confidential. We seek no profit from exposing the private affairs of our clients. That may be "good bait"—**BUT**

¶¶ We have some attractive openings now, both in public (High) and private schools. We have a number of calls for well-educated young men who intend to make commercial teaching a profession—experience not essential. If interested, write TO-DAY, and let us know just what you can do and what salary you require.

UNION TEACHERS' BUREAU

203 Broadway - - - - - New York

FRANK E. VAUGHAN, Manager

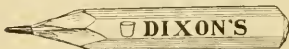
FOUR SYSTEMS COMPARED

With the Byrnes Simplified on Words Taken Alphabetically From Graham's Dictionary.

	Graham	Pitman	Byrnes	Clegg	Cross
clearer					
clergy					
clerical					
cleik					
cloistral					
cobbler					
cockerel					
collar					
Strokes	26	34	15	34	27

A system based on new principles. Compared with all the leading systems and found to be 80 per cent shorter than any of them. Its writers hold the world's records. A speed of 150 words to the minute may be attained in less time than 100 words with the other systems. Many of the leading colleges are using it. Write for illustrated circulars. If a teacher, state what system you are using. **BYRNES PUB. CO.**

Tyler, Texas.



THE STAMP OF QUALITY

Dixon's AMERICAN GRAPHITE Pencils

are manufactured of the best materials procurable and with careful attention to secure perfection of every detail of grading and finish. If your dealer cannot give you exactly what you want, tell us and send 16 cents in stamps for generous samples.

JOSEPH DIXON CRUCIBLE CO.,

Jersey City, N. J.

COLUMBUS SAFETY INKWELL



Unique, simple, practical. Ink contained in rubber bulb with glass funnel, enclosed in beautifully finished, egg-shaped, aluminum case.

Absolutely non-spillable. Turn upside down, drop on floor, carry in satchel or pocket—will not spill a drop. "Rubber-dip" regulates supply of ink to pen. Rights

itself it tipped over. Non-evaporating, dust-proof. A perfect inkwell for home, office, school or travelers' use. Order one to-day, 50 cents, postpaid. Agents and dealers wanted. **C. E. LOCKE MFG. CO.**

40 Ash Street, Kensett, Iowa.

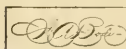
STOCK CUTS

The School Merchants

FOR FERTHOGAL, CIRCULAR, BOOKLET & CATALOGUE.

Also, new Artistic, Space-saving, Eye-catching, Vigor-ful, Correct-ly, THE SAFETY INK, AND LETTERS, WITH PENCILS AND PAPER, AND MANY MORE.

THE RUSSELL STUDIO 280 Broadway, NEW YORK.



I will write your **Cards** Name on a dozen for 15c. Terms and Samples to Agents for a red stamp.

Agents wanted in every school. Lessons by mail in Card Writing, Business and Ornamental Penmanship, Circulars for stamp. Blank cards sample 100 postpaid 15c. 1 Bottle White or Glossy black ink 15c. 100 Joker Cards 30c. **W. A. BODE,** Pittsburg, S. S. Sta. C. Penna.

PLAIN STANDARD FORMS

A B C D E F G H I J
K L M N O P Q R S T
U V W X Y Z &
a b c d e f g h i j k l m n o p q r s t u
1 2 3 4 5 - v w x y z - 6 7 8 9 0

OTHER APPROVED FORMS

A A B B C C D D E E F F
G G H H I I J J K K L L
M M N N O O P P
Q Q R R S S T T
U U V V W W X X
Y Y Z Z &

Plate from Practical Writing, by Platt R. Spencer's Sons,
American Book Co., Publishers.

YOUR signature written in the most artistic manner on one dozen cards, white or colored, for twenty cents; also a nice specimen of my ornamental writing free with each order for cards. Address

A. W. KIMPSON,
431 N. 6th St., Quincy, Ill.

Shorthand Drill Book

(Benn Pitman System)

Drill exercises in phrasing, word signs, contractions, common words and cities of the United States; invaluable to the student for acquiring speed, and to the practical stenographer for purposes of review, arranged by F. R. Heath, chief instructor in shorthand at Peirce School, pocket size; flexible leather, gilt edges, 166 pages, \$1.00, postage prepaid.

"The compilation and arrangement of the material reflects great credit on Mr. Heath, and I compliment him on producing a book that cannot fail to be helpful to all students of Benn Pitman shorthand."—Charles T. Platt.

PEIRCE SCHOOL

917-919 Chestnut St., Philadelphia, Pa.



HOWARD & BROWN,
Designers and Engrossers.

Rockland, Maine.

AN IDEAL METHOD of teaching the Capital Letters. Send thirteen two-cent stamps to the Journal Office.

Over 50 Hours'
Solid Talk is Given by

Madarasz.
New York.

when the teachers' course in the Madarasz Method of writing is being explained. Every important point in the subject is covered, every difficulty smoothed away. If you can't acquire a good business style of handwriting, or know how to teach it successfully after taking the Madarasz Method, you are in the *wrong* business. I've had no failures. It would take pages to mention names of the successes. Better write to me and learn more about it. Enclose stamp to **MADARASZ, 1281 Third ave., N. Y.**

LOWEST PRICES for any quantity.

Send for estimates on your requirement.

The artistic filling of Diplomas a specialty.

105 Positions

\$95,000 yearly salaries, were listed by us in the past thirty days. All but five of these vacancies were reported by the school heads direct. Dozens of teachers have registered with us in the same time because of recommendations of our friends.

We have vacancies to fill in almost every state and territory and Canada, also a large number of our positions are in public and literary schools.

Our teachers are located in all sections of the country; they are of both sexes, all ages, qualifications and salaries from \$40 a month to \$2,500 a year.

To Teachers

FREE REGISTRATION—So confident are we that we can place every good teacher and well-prepared graduate that we have decided to offer **FREE REGISTRATION** to all whom we deem acceptable for our lists. Our commission is four per cent., payable one-half in 30 days, one-half in 60 days, after beginning work. Teachers and schools will readily see that we do not get a cent unless we place "The right teacher in the right school"—and both are perfectly satisfied.

KEEP YOUR LIGHTNING ROD UP—It costs nothing and may bring the one position of a lifetime—in salary, character of work, climate, environment, etc. Don't delay. Send for blanks to-day. Calls are coming in daily for teachers for next year.

To Schools

WE MAKE NO CHARGE to school principals for our services in supplying teachers. We believe we have by far the largest and best list of special teachers in our lines ever brought together. We have all grades, from the \$40 graduate looking for his first teaching place to the \$2,500 seasoned veteran manager-teacher; wide range in ages and qualifications; and both sexes; all systems and methods. Good judgment and promptness used and detailed information furnished. Send us information at once about your vacancies. We can place all of the teachers on our list, and more, too, this season, so make your selection before it is too late.

THE SCHOOL EXCHANGE DEPARTMENT is maintained to sell school property and to aid in forming partnerships. Write for information about our plans and the 55 schools in 22 States and Canada on our list for sale. We have listed with us names and addresses of 38 persons desirous of investing in school property. Make our office your headquarters when in New York. We are opposite City Hall Park and subway station. We have the largest, best located, and best equipped offices of any special bureau.

The Kinsley Commercial Teachers' Bureau and School Exchange

WM. J. KINSLEY, Manager : 245 BROADWAY, N. Y.

AMERICAN TEACHERS' BUREAU, CHICAGO:

1837 FISHER BUILDING.

The only agency in Chicago or Middle West which makes a specialty of placing commercial teachers. Solicitors furnished.

Positions for teachers in any part of the United States.

G. E. POPE, Manager.

PENMANSHIP SUPPLIES.

THE JOURNAL will send the following supplies by mail for the prices named: Stamps taken.

Soennecken Broad Pointed Pens for Text Lettering, set of 11, 25c.

Double Holder for Soennecken Pens.—Holds two pens at one time, 10c.

French India Ink.—1 bottle by mail, 30c.; 1 dozen, by express, \$3.00.

Gillott's Double Elastic E. F. No. 604 Pen.—A medium fine pen. 1 gross, 75c.; 1/4 gross, 25c.; 1 dozen, 10c.

Gillott's Principality No. 1 Pen.—A very fine pen. 1 gross, \$1.00; 1/4 gross, 25c.; 1 dozen, 10c.

Oblique Penholders.—One, 10c.

In answering advertisements, please mention the **PENMAN'S ART JOURNAL**.

C. P. A. EXAMINATIONS

I will coach personally by mail a limited number of candidates for the degree of C. P. A. (Certified Public Accountant). Commercial teachers who are C. P. A. men are in demand for the higher places paying \$1,800 to \$3,000 a year.

For 25c. in stamps I will explain fully in a personal letter how I prepared for and passed the Illinois C. P. A. examination, and will give other valuable pointers, including full set of questions at my C. P. A. examination.

D. B. WILLIAMS, C. P. A.
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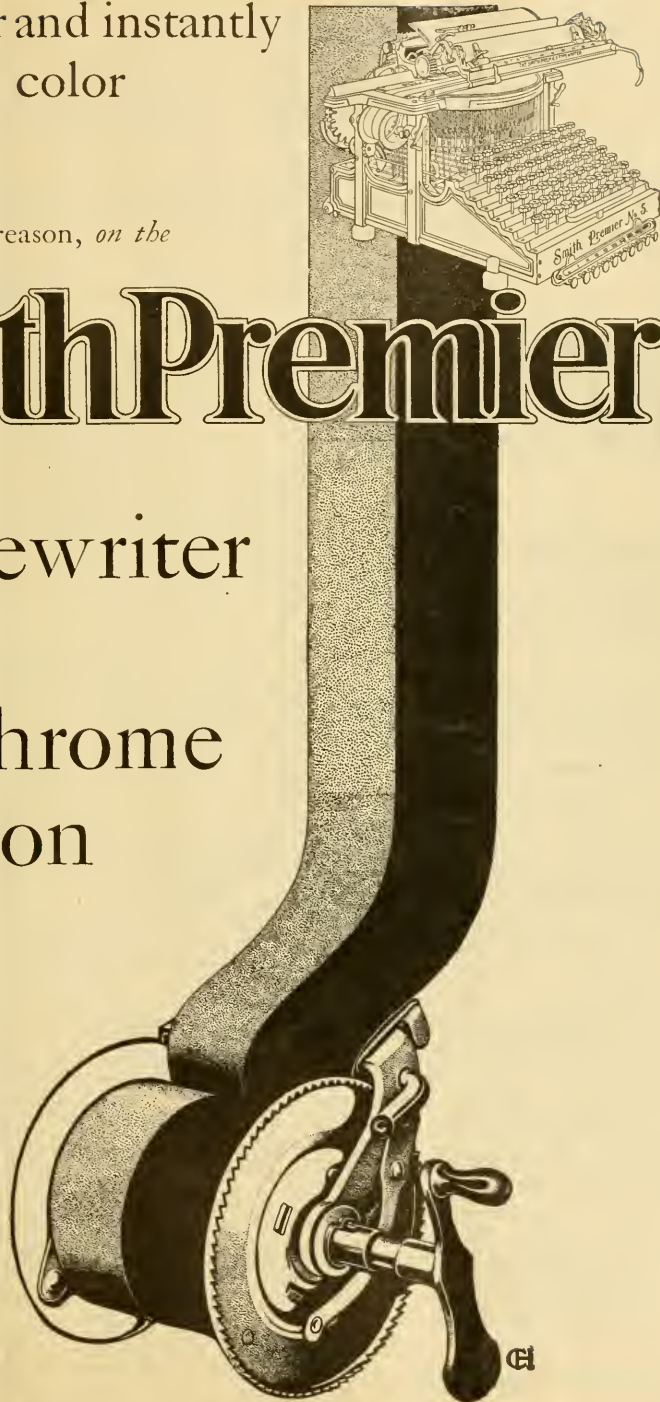
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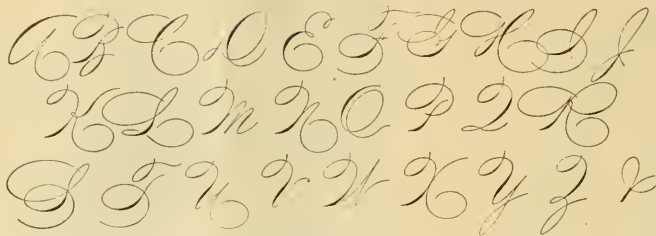
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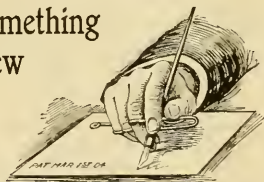
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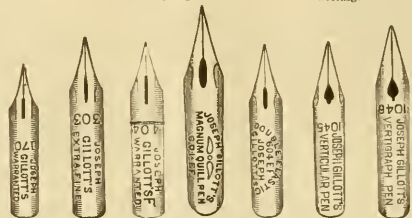
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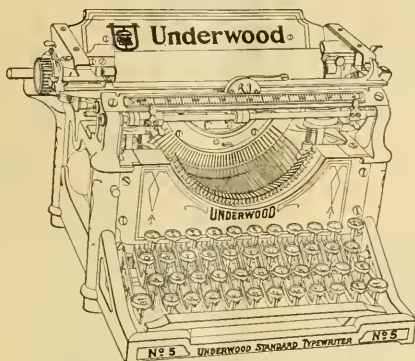
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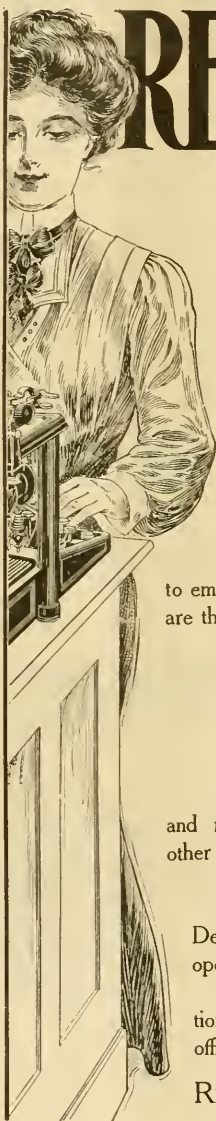
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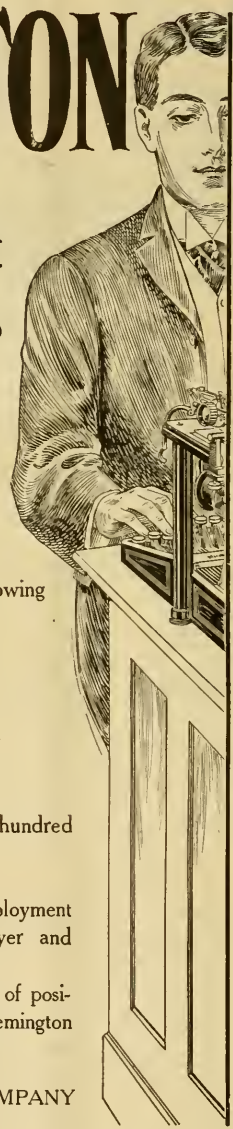
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H. W. KIBBE.

VOL. 29

NEWS EDITION

No. 11

JULY, 1905

203 Broadway, New York

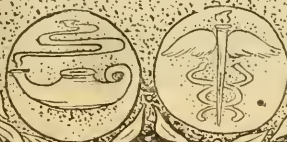
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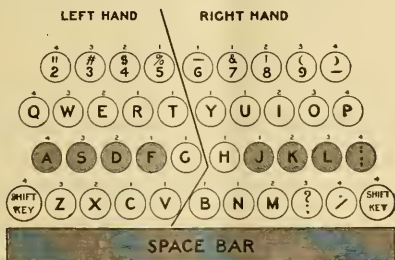
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City Court of the City of New York,
February 23rd, 1905.

Dear Sirs: Although I have been writing professionally Munson's System of Phonography for twenty-five years as a means of "keeping the wolf from the door," and while its utilization for such a long period would very naturally prejudice me in its favor, nevertheless truth compels the acknowledgment that there are other systems of shorthand extant in the land, and that a recent critical and exhaustive examination of your "Complete Shorthand Instructor" (20th Century Edition) has revealed to me its many excellencies of which I had heretofore but a hazy conception. Its simplicity is admirable, its legibility remarkable, its adaptability to foreign languages marvellous; and the celerity and accuracy with which some of my professional brethren write it is astonishing. As a system, its completeness certainly commands my sincere admiration.

Yours very truly,

(Signed) JOHN R. POTTS,
Official Stenographer.



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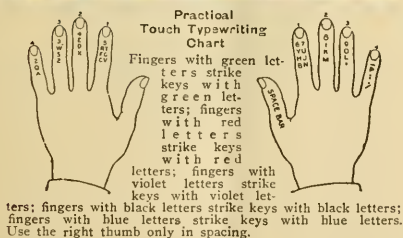
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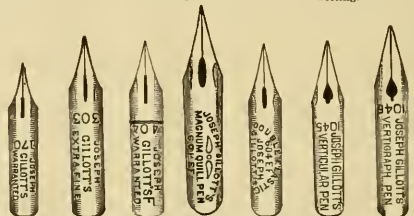
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DAVID R. FRANCIS,
President of Superior Jury.

May 23, 1905.

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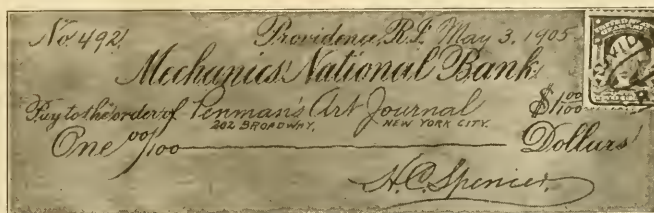
101 East 23d Street, New York

THE PENMAN'S ART JOURNAL

TWENTY-NINTH YEAR.

JULY, 1905

D. T. AMES, FOUNDER AND CONTRIBUTOR



A Unique Check.

The interesting slab of poplar (6x2x1/2—more or less, board measurement) represented by above cut, is from the private wood-pile of the gentleman whose name it bears. However, it has first started on its travels under Uncle Sam's beneficent guardianship, having to pass through THE JOURNAL's bank, clearing house, and back to the Providence bank of issue—everywhere honored as a hundred-degree-proof American dollar. Now then, what can be the import of this weird visitation? We dimly remember to have heard somewhere of a certain subtle pastime that employs articles of mysterious and elusive value known as "chips." Can it be that our distinguished fellow-quillman has a corner on this commodity?—but perish the thought!

Anyhow, it's a rather novel experience to get a check that is equally adopted to feeding the babies or spanking them, and incidentally it points a fine moral; for who is so poor as to deny himself the pleasure of subscribing for THE JOURNAL with a saw-mill or even a picket fence within easy reach?

MOVEMENTS OF THE TEACHERS.

D. L. Callison, of the Mankato, Minn., Commercial College, has engaged with the Wichita, Kans., Business College for next year.

The New Brunswick, N. J., Business College has secured the services of S. S. Ellis as teacher in the commercial department.

J. W. Donnell, of Cornwall, Ont., is now connected with the Meadville, Pa., Commercial College.

W. J. Sanders, of the Burdett College, Boston, Mass., goes to the Burdett College, Lynn, Mass., next year.

B. W. West, formerly of Bowling Green, Ky., is now teaching in the Beckley, W. Va., Seminary.

O. J. Hanson, who has held a prominent place on the faculty of the Crookston College, Crookston, Minn., for a number of years, has severed his connection and opened the Queen City Business College on Monday, June 19. Mr. Hanson is well qualified, and we feel sure the institution will thrive under his direction. Success to him!

The Pendleton, Ore., Business College has added Fred. Berkman, of Downs, Kans., to its faculty.

G. C. Savage, who formerly had charge of the shorthand work in the Rider-Moore & Stewart Schools, Trenton, N. J.,

has engaged with the Salem, Mass., Commercial School. Mr. and Mrs. F. M. Booth, of the State Business College, Minneapolis, Minn., will follow Mr. Savage in the Rider-Moore & Stewart School, taking charge of the shorthand work.

J. E. Leamy, who for the past year has been teaching in the Burdett College, Lynn, Mass., has engaged with the Packard Commercial School, New York. Mr. Leamy is a splendid teacher and an all-round commercial man.

C. W. Zeilman, formerly of Buena Vista College, Storm Lake, Ia., has engaged with the Shoemaker-Clark School, Fall River, Mass.

George B. Frasher, of the Wheeler Business College, New Orleans, La., has accepted a position with Hill's Business College, Waco, Texas.

W. C. Wollaston, of Wisconsin, joined forces with D. A. Reagh, of the Owosso, Mich., Business College.

Ellis S. Cook, formerly of Brown's Business College, Davenport, Ia., has located with the Metropolitan Business College, Chicago, Ill.

J. K. Renshaw, of Banks' Business College, Philadelphia, Pa., has completed arrangements to become one of the faculty of the Albany, N. Y., Business College next year.

J. S. Lilly, recently of Lile, W. Va., is teaching in the Normal and Business College, Summersville, W. Va.

O. U. Desha has been added to the faculty of the Bowling Green (Ky.) Business College.

J. A. Buell, formerly of Red Wing, Minn., is now connected with the Tri-State Business College, Toledo, O.

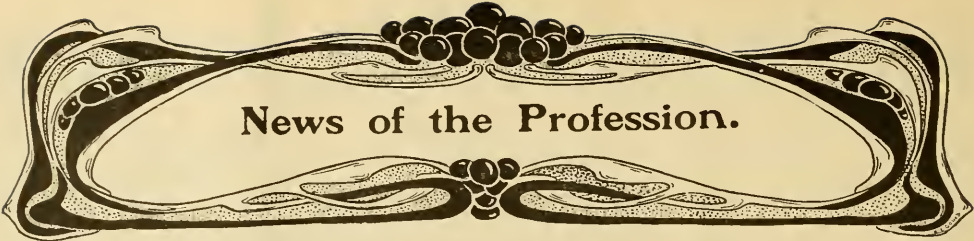
The Wheeling (W. Va.) Business College has engaged Miss Cora Holland, of Denver, Col., to teach shorthand.

S. C. Myers has been elected for the tenth consecutive year, at a substantial increase in salary, as principal of the commercial department of the Shelbyville (Mo.) Public High School to begin September 1st next. Mr. Myers has also been re-elected County Commissioner of Public Schools for the same city for a term of two years. We note that good work is appreciated.

L. H. Hausam, formerly of Los Angeles, Cal., began work in Duff's College, Pittsburg, Pa., on May 1st. We wish Mr. Hausam every success in his new position.

L. A. Waugh, of Tuscola, Ill., has charge of the commercial department of the St. Joseph, Mo., Business University.

Messrs. J. I. White and W. J. Roche have established a business college and school of telegraphy at New Bethlehem, Pa.



News of the Profession.

NEWS OF THE PROFESSION.

We are in receipt of a letter from E. C. Crichton, informing us that the firm of Sullivan & Crichton has been dissolved. These gentlemen conducted the well-known Sullivan & Crichton Business College at Atlanta, Ga., for many years.

S. L. Beene, of Newark, Ohio, writes us that the young man who was arrested in New York for swindling school proprietors, operated to quite an extent in the State of Ohio. He called at Mr. Beene's school and endeavored to induce him to endorse a sight draft on his father, who, he said, resided in Stockton, Calif. We believe that the private school people have been sufficiently warned now, and if this party gets out of prison again, he will give these men a wide berth. G. W. Brown, Jr., proprietor of Brown's Business College, Sioux City, Ia., has written us that the same person called upon him, and that while he was in Sioux City he succeeded in swindling a number of people.

J. W. Jacobs, of Leech's Actual Business College, Greensburg, Pa., writes that out of 163 pupils present he graduated 38 at his closing exercises on the 27th of June.

The National Shorthand Reporters' Association hold their Annual Convention at Chautauqua, N. Y., August 12 to 19, inclusive. The program committee has arranged a very interesting list of topics for discussion, and have secured promises from the best known shorthand writers of America to be present and participate in the exercises. Reporters from several foreign countries will be present. W. D. Bridge, chairman of the Executive Committee, has been identified with the Chautauqua work for twenty-four years, and his acquaintance with the officers in charge of the general assembly is sufficient guarantee that everything will be done to entertain the reporters, their friends and families in a very hospitable manner. For complete program of the exercises, the readers of THE JOURNAL should write to W. D. Bridge, Chautauqua, New York.

R. H. Bond, of the Ga.-Ala. Business College, Macon, Ga., favored us with a photograph of his special class in penmanship. He has about fifty-one pupils.

From the South Bend (Ind.) *Tribune*, we learn that the First Annual Banquet of the Alumni Association of the South Bend Commercial College was held at the Oliver Hotel in that city on May 12. The event was a very pleasant affair, more than one hundred young people from the surrounding country being present. An elaborate menu was prepared and a fine program of toasts given.

W. N. Currier, formerly of the Rider-Moore & Stewart School, Trenton, N. J., has joined forces with W. F. Giesseman, and together they will conduct a high grade business training school at Bellingham, Wash. Having purchased the Bay City Business College of that place, they will unite the

two schools. These men are strong teachers, and will win success from the start. Mr. Giesseman was connected with the Capital City Commercial College, Des Moines, Ia., for more than twenty years, and is considered one of the foremost business educators of this country. Mr. Currier has had an extended experience for a young man.

The Beverly (Mass.), *Evening Times*, of May 15, 1905, devotes considerable space to an exhibit of the work done by the pupils in the public schools of that place. A paragraph is devoted to each department of the work. Speaking of the penmanship exhibit under the charge of C. E. Doner, the well-known penman, it states: "The penmanship exhibit is one of the most interesting. Specimens of handwriting done in 1903 are taken as specimens done by the same pupils in 1904 and again in 1905, and the progression shown is remarkable—shape, size and height being most noticeable. Movement work is illustrated and the finished work of the student in the high school is also shown. There is so much to be seen that is excellent and reflecting credit on both teacher and pupil that it is difficult to make a selection. Every parent and every citizen of the city should see just what is being done in our schools."

E. E. Gaylord is principal of the Commercial Department of the High School, and, referring to the work done there, the *Times* states:

"The Commercial Department of the High School has a particularly interesting exhibit. The display is of work actually done in this department where are bookkeepers, managers, clerks, superintendents, the same as in any business house of to-day.

"Business is actually done with other schools and colleges in the countries as far west as Kansas City, in Waterbury, Conn., and in several Ohio schools. Checks are made out, books are kept by modern system, letters are written, telegrams are sent, and in fact all the business that is done in the modern banking or business house is done here every day."

We doubt whether there is a city of equal size in America wherein can be found a teacher of writing with the accomplishments of Mr. Doner, or a business educator as well equipped in training and schooling as is Mr. Gaylord. The pupils of the Beverly schools are truly enjoying a wonderful privilege in being under the instruction of these noted educators.

O. L. Miller, of the Acme Business College, Seattle, Wash., is stirring up the business educators of the Pacific Coast endeavoring to interest them in the organization of a western association. It is planned to hold the first meeting on the grounds of the Lewis & Clark Exposition in Portland, Ore., on the 15th of August. Mr. Miller has written to nearly one hundred schools, and from a majority of them has received encouraging replies. The management of the Exposition views the matter in a very favorable light, and offers to place at the disposal of the business college men a large auditorium seating 2,500 people. We sincerely hope that this association will be formed.

The Penman's Art Journal

PUBLISHED BY
THE NATIONAL PENMANSHIP PRESS

203 BROADWAY, NEW YORK.
HORACE G. HEALEY, Editor.

TWO EDITIONS.

THE JOURNAL is published monthly in two editions.
THE PENMAN'S ART JOURNAL, 32 pages, subscription price 60 cents a year, 6 cents a number.

THE PENMAN'S ART JOURNAL, News Edition. This is the regular edition with a special supplement devoted to News, Miscellany and some special public school features. Subscription price, \$1 a year; 10 cents a number.

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Subscribers wishing to have their magazine sent to a new address should notify us promptly, giving the old address and specifying the edition, whether News or Regular. Notices must be received in advance, that all copies may be received.

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THE JOURNAL'S CERTIFICATE.

The following have received THE JOURNAL'S Penmanship Certificate since our last issue:

American Business College, Minneapolis, Minn.; J. J. Hagen, instructor: Oscar T. Melbostad, Oscar E. Carlson, Henry A. Benson, C. A. Ecklund, Walter M. Thomas, H. B. Wheeler and Jos. A. Carlson.

Lutheran Normal School, Madison, Minn.; A. K. Feroe, instructor: Nellie Knutson, Caroline Cornelius, Josie A. Feroe, Rena Rinde, Henny Anderson, Clara Daley, Minnie Hovde, Cecilia Larson, Anna M. Johnson, Serine Skaare, Edwin L. Stavig, Melvin A. Olson, and Hedvig Clausen.

Central Business College, Kansas City, Mo.; C. W. Ransom, instructor: A. M. Bush, Otto Beltz, Elfrieda Lueth and J. W. McCann.

Latter Day Saints' Academy, Thatcher, Ariz.; J. W. Welsh, instructor: Belle Layton, Eugene Evans and Mary Ballard.

Dakota Business College, Fargo, N. D.; E. C. Watkins, instructor: Alfred F. Gilles, Frederick B. Heath and Wm. Jay Taylor.

Elgin (Ill.) Business College, W. H. Callow, instructor: John H. Gieseke, Lillie May Smith and Clara Dobler.

Spencerian Business College, Milwaukee, Wis., J. B. Fuerth, instructor: Lulu Foley, Helen Schneider, Elsbeth Pannkoke and Addie O'Brien.

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Rockford (Ill.) High School; R. A. Grant, instructor: Josephine Danforth.

Y. M. C. A. Evening Institute, Seattle, Wash.; D. Elston, instructor: J. P. Paulson, Chas. P. Martinez and Thos. W. Kindred.

Pennsylvania Business College, Lancaster, Pa.; A. T. Scovill, instructor: I. S. Martin. M. Grace Work, Belva C. Walter, J. Silvius Overmiller and Roy P. Morris.

Gregg School, Chicago, Ill.; J. D. Randolph, instructor: J. A. Strohmeier.

Fitchburg (Mass.) Business College; E. O. Folsom, instructor: W. J. Snow.

Pottsville Commercial School, T. C. Knowles, instructor: Angelina Mitchell and Alice Brennan.

Coleman National Business College, Newark, N. J., J. Kugler, instructor: Warren M. Norton and Jose A. Blanco.

Trainer's Private School, Perth Amboy, N. J., W. J. Trainer, instructor: Walter B. Chery.

Mankato, Minn., Commercial College, C. E. Ball, instructor: O. E. Engeset, O. M. Young, C. W. Sherman and William E. Fortune.

Salem, Mass., Commercial School, L. E. Stacy, instructor: James Bradley.

Scranton, Pa., High School, H. L. Burdick, instructor: Margaret Elizabeth Haas, Veronica Zitta Herz, A. Thorpe Lowe and W. T. S. Rodriguez.

Grand Island, Nebr., Business College, D. A. Trivelpiece, instructor: W. A. Stephens, H. M. Harms and John C. Wagner.

Dakota Business College, Fargo, N. D., E. C. Watkins, instructor: Charles H. Mielke and Morris King.

American Business College, Minneapolis, Minn., J. J. Hagen, instructor: Clara Anderson and L. W. Peterson.

Detroit, Mich., Business University, A. F. Tull, instructor: Eva Wall, Isadore Wolf, Louise Demske and Cora E. Lake.

St. Paul's College, Varennes, P. Q., Bro. Olippius, instructor: Joseph Jodoin, Raoul Pigeon, Aristide Bussieres, Rene Dastous, Gustave Painchaud, Edouard Langlois, Edouard Belleau and Adrien Laverdure.

Aurora, Nebr., Business College, H. E. Wassell, instructor: May B. Taylor.

Connecticut Business College, Middletown, Conn., L. F. Affhauser, instructor: Clifford J. Wood and Abertha M. Jones.

Massey Business College, Houston, Texas, F. J. Atwood, instructor: Gustave Mayer.

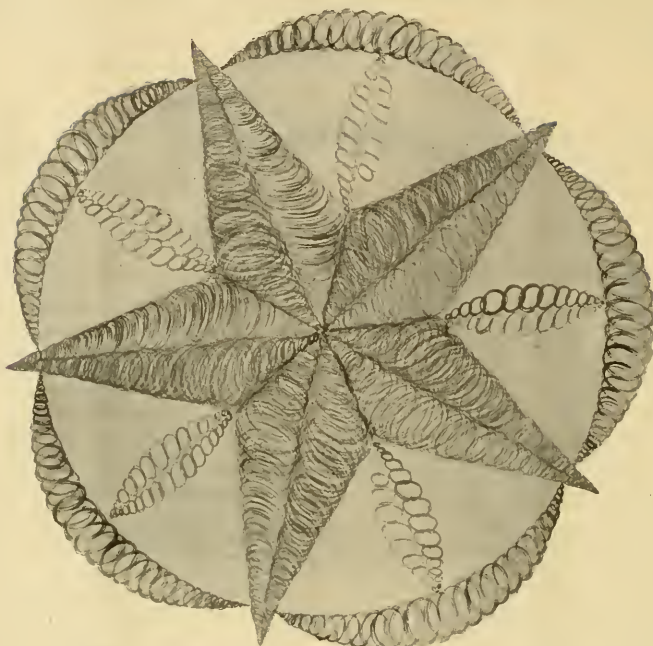
Brown's Business College, Galesburg, Ill., J. H. Cox, instructor: M. P. Joiner and Hugh T. Harvey.

Cortland, N. Y., Business Institute, A. D. Reaser, instructor: Cuyler A. Chipman.

William C. Cahill, Albany, N. Y.
C. O. Calhoun, Glenmont, Ohio.

William E. Devoe, Albany, N. Y.
Geo. W. Hoyt, Williamsport, Pa.

The Omaha (Neb.) *Daily Bee* of April 16th devotes a half page to the illustration and write-up of the new home of the Omaha Commercial College. The cut of the building was from a wash drawing made by J. W. Lampman, the expert penman of the school. From the description, we are inclined to believe that this will be one of the most pretentious buildings owned by private school managers. Messrs. Rohrbrough Bros. certainly have won splendid success in Omaha. They are to be congratulated upon this evidence of their prosperity.



Movement Design by Will Taylor, Student of the *Spencerian Business College*, Milwaukee, Wis. F. Stanley Powles, Instructor.

EDITOR'S SCRAP BOOK.

A. D. Reaser, of Cortland, N. Y., sends us a handsomely written business letter. His penmanship is always worthy of its writer.

West Union, Iowa, possesses a superior penman in E. S. Lawyer. He sends us a two-page letter, full of interesting penmanship talk.

It is hardly necessary to say that any letter from the pen of C. W. Ransom, Kansas City, is a work of art. He has recently favored us with one of that kind.

R. W. Ballantine, of Wood's School, sends us an assortment of specimens done in his best vein. He is a master of the pen.

A tropical bird has reached us from Tampa, Fla., bearing greetings from S. B. Hill, of the Tampa Business College. The flourish is skillfully executed.

Texas is a great State, and our friend Roach is worthy of his adopted home. He sends *THE JOURNAL* a few lines to show us how he does it.

We have been favored with some samples of card writing from R. H. Bond, Macon, Ga., all finely executed.

H. D. Davis steals sufficient time from his duties in the Southwestern Business College, St. Louis, Mo., to give us a number of specimens of high grade work.

It was intended merely as a business letter, but F. W. Ellis, of Elgin, Ill., did it in first class style.

A set of capitals from J. K. Renshaw, Banks Business College, Philadelphia, reminds us of the fact that J. K.'s hand has not lost its cunning.

The land of the setting sun possesses its full quota of pen-

men, and that L. H. Miller is by no means one of the least of them is demonstrated through the medium of a set of capitals.

E. H. McGhee has favored *THE JOURNAL* with two sets of capitals, one fancy and one plain, and a number of artistically written cards. The address is Purdin, Mo.

W. A. Bode, of Pittsburg, Pa., gets out an attractive set of sample cards for agents. His work is deservedly popular.

Just a card from S. M. Smith, Springfield, Mo., but it tells the whole story—high grade work.

The modesty of G. M. Glick, Saranac, Mich., merits special mention. After handing us a number of superior specimens, he promises to send us something *good* later on.

They are good, of course. Specimens of H. B. Lehman's writing couldn't conscientiously be otherwise. And St. Louis seems to appreciate the writer and his work.

E. O. Calhoun, Glenmont, O., hasn't forgotten how to write cards either. Indications are that he never will.

A. L. Peterson, Holdrege, Neb., proves his right to be known as "Penman." He produces flourishes, fancy cards and business figures with equal facility.

Another man who can write well if he tries—and he always does try—is A. W. Kimpson, Quincy, Ill. He contributes a collection of cards.

Samuel D. Holt, of Philadelphia, Pa., remembered *THE JOURNAL* with some photo-engraved specimens of his engrossing work. It speaks for itself.

The mails have brought to *THE JOURNAL* office artistically addressed envelopes from C. R. Tate, Cincinnati, O.; J. A. Savage, Omaha, Neb.; G. F. Roach, Beaumont, Tex.; E. F. Whitmore, Easton, Pa. F. W. Martin, of Troy, N. Y., has also remembered that we are always glad to receive specimens of high class work.

HOW I TEACH BUSINESS WRITING.

By H. W. DARR, Principal Commercial Department, Rockford
(Ill.) High School.

How to teach business writing to the average student and to reduce the amount of time and practice spent in useless effort is an important question to the teacher of penmanship.

To attempt to tell *how* I teach business writing would be about as feasible as to enumerate the different methods of presenting the subject. I use a great many methods, varying daily to suit the requirements. The progressive teacher must be constantly on the alert for new ideas and means of holding the attention and creating and maintaining enthusiasm, this latter being absolutely necessary to success in this particular branch of education.

The age of the student must be taken into consideration in order that the proper method may be used to arouse his enthusiasm. Then, again, the student that selects penmanship (in an elective course in the High School) that he may really become a better penman, needs not the stimulation from his instructor as does the careless one or the one who chooses penmanship simply for the extra credit he thinks he may easily receive.

I have had experience in teaching penmanship to students ranging all the way from fourth graders to High School and Business College students, as well as business men and women, and I know that no cut and dried method can be adopted to suit all. I think the younger the student the more easily he becomes enthused, but it requires more tact and energy on the part of the teacher to help him retain his interest. He is more patient, however, in regard to results, because the forms he is trying to master are to him comparatively new. But when the student reaches the High School he has in a measure lost his interest in penmanship.

As I am engaged in commercial work in the High School I shall discuss how the work in penmanship is conducted there. Possibly something helpful to the student as well as the teacher may be mentioned.

The first thing I usually do in starting a class in penmanship is to give a short talk about the scope and importance of the work and to remove from the mind of the student the false idea some have that penmanship is a snap. Many, especially High School students, think a person should become proficient in the art in a very short time, depending usually on the amount of time he wishes to devote to it. Unless the student understands that nothing less than an infinite amount of patience and practice and study is productive of success in penmanship, as well as in every other worthy accomplishment, he will quickly become discouraged.

After the student realizes that there is plenty of hard work before him, he then becomes interested as to how he can do it most readily, easily and successfully. Then he is ready for the instruction as to the position of body, pen and paper, movement, etc. I then speak briefly of these, covering the most important points; then, as the work progresses, the more particular details are pointed out, and the student is reminded of the necessity of the correct position and movement. Do not give up, but keep everlastingly at him until it almost becomes reflex action for the student to at once assume and retain a correct position.

I shall not speak of position and movement in this article particularly, for on this we are almost unanimous. I shall use the space for other matter. Sufficient to say that I give practically the same instruction in this part of the work as Mr. Mills outlined in the September *JOURNAL*.

One of the first things I ask a beginning class in penman-

ship to do is to subscribe for the *PENMAN'S ART JOURNAL*, and we use that as our main text. I know of no other better source of inspiration. Since the *JOURNAL* has begun to issue certificates to the students who have followed out the course of business writing, we have made an effort to get them interested in securing a certificate. The pupil has something definite in view for which he is working. While to receive a certificate would be gratifying, that is but a secondary consideration, the practice necessary to obtain the certificate being the important object.

We use fluid ink for our class work, as it gives the least trouble and produces a clean, clear-cut line. Gillott's pens, No. 603 and No. 604, are favorites for a class in beginning writing. A coarse pen should not be used as it can be made to hide a multitude of sins in imperfect or irregular lines; neither should a very fine pen be used. Loose paper, about $8\frac{1}{2} \times 11$ inches is most desirable. But to the student who must bring material to the class room, the pad, same size, is best.

As to style of capitals, I advocate and teach a set similar to those published at the head of the lessons in the *JOURNAL*. We adhere rigidly to one style of capitals, at least until it has been mastered.

One of the most essential points and one which I wish to emphasize very strongly, is that the teacher should not fail to call attention to details. By this, I mean he should explain the relations in form and movement, etc., of letters being practiced to those passed over, and in what way the letters are based on movement exercises, for to the thoughtless student movement exercises seem a waste of time.

Strive to lead the pupil to see these points as early as possible and teach him to be a harsh critic of his own work. Much of the student's time is wasted in practicing without a definite idea of the form of the letter he is trying to develop. He has no mental picture of it. He must see it before it can be produced.

Have the student write a line, then select the best letter or word, and draw a circle around it. In this way his attention is called to the fact that he has few good letters, and he is led to inquire into the form more carefully.

It is a good plan to select a few of the best specimens of work and post them up in the room. I find that the students become much interested in the work of others thus displayed.

I assign from two to four pages of work to be handed in daily. These lessons are numbered consecutively throughout the entire course. I then have a paper with a list of all the names of the pupils in the class written in a column down the left side, and as soon as any member has handed in a satisfactory copy of any lesson, the number of that lesson is placed opposite his name, and he is thus credited with the work completed. The list is kept posted up in the room, and each pupil can see just how much of the work he has accomplished. I have found this a good plan to get work, and it places the responsibility of keeping track of the lessons on the student rather than on the teacher.

I use a variety of movement exercises. At the beginning of a lesson about ten minutes is spent on some movement especially bearing on the work to be taken up that day. I think it best to count a great portion of the writing period. If the students are all required to follow the count this will break up any tendency on the part of some to scribble or waste their time in class in improper practicing. Good results follow from counting for words as well as for short sentences. Three points of criticism continually held before the class as to uniformity should be slant, height and spacing; as to utility, legibility, rapidity and ease of execution.

Messrs. Telford & Martin

1903.

<u>Liabilities</u>		Sched		
Bills Payable, per Bill Book				10000-
Accounts Payable		3		15000-
				25000-
Wm. Telford, capital Jan. 1, 1903			15000-	
Interest, one year 6%			900-	
Salary, " "			3000-	
			18900-	
<u>Deduct</u>				
Drawings	\$3000-			
" of Salary	3000-			
Profit & Loss Acct, one-half loss	5416		6054 16	12845 84
Samuel Martin, capital Jan. 1, 1903			15000-	
Interest, one year 6%			900-	
Salary, " "			2500-	
			18400-	
<u>Deduct</u>				
Drawings	\$3000-			
" of Salary	2500-			
Profit & Loss Acct, one-half loss	5417		5554 17	12845 83
				50691 67

I hope my readers will feel free to criticize or commend. Future articles will be greatly influenced by what is wanted and the interest manifested in this department by the subscribers. Already some interesting communications have been received, and you are requested to unburden your souls to the powers at 203 Broadway, or to me.

THE NATIONAL EDUCATIONAL ASSOCIATION.

The readers of THE JOURNAL should not forget the meeting of the National Educational Association, which will be held at Asbury Park and Ocean Grove, N. J., July 3-7. This is the event of the year in educational circles. President Roosevelt will be present, as will also the presidents of practically all the leading universities of America. A special rate of one fare plus the membership fee is made by all the roads. For \$1.00 additional a round trip ticket from Asbury Park to New York will be given. This will offer an opportunity for many teachers to visit the metropolis who have not been here before. The music will be under the charge of Duss, Creatore, Sousa, Damrosch and Victor Herbert.

The Brown Business College, Sioux City, Ia., owned by G. W. Brown, Jr., has been sold to W. A. Warriner, of Des Moines, and F. M. Ovel, of Sioux City. The new firm assumed charge of the work June 1. Mr. Ovel has been head instructor in bookkeeping in the Brown Business College for several years. Mr. Warriner has been connected with the

Highland Park College, Des Moines, Ia., and is a well-known teacher. Success to you, friends!

The *Morning News* of May 23 states that at a special meeting of the directors of the Board of Trade of Wilmington, Del., R. J. Maclean of the Goldey College, was elected secretary. The new secretary is one of the best known and most active members of the Board. Mr. Maclean will probably accept the position and also continue his connections with Goldey College. He is an enthusiastic worker, and the Board is to be congratulated on securing his services.

O. K. Weibley, formerly of the Carlisle, Pa., Commercial College, is now principal and manager of the Chambersburg, Pa., Commercial College. This new school was opened on May 3, and is a link of the Carlisle School.

L. C. Spencer, of New Orleans, La., has opened a new school in Mobile, Ala., on June 1.

We note from a booklet recently received that W. W. Knisley, High School, Elgin, Ill., is principal of the Summer School of Business of the Marquette, Mich., Business College, which opens June 26, 1903.

Mr. and Mrs. J. F. Fish, of the Northwestern Business College, Chicago, Ill., are spending their vacation at Fredericktown, Ohio. This is the home of their childhood days and we trust that they will have a very pleasant time.

IN MEMORIAM.

J. CLIFFORD KENNEDY.

Pursuant to instructions of the President of the National Shorthand Teachers' Association, given on the fourth day of May, in the year of Our Lord, One Thousand Nine Hundred and Five, the following resolutions were prepared by the Chairman of the Executive Committee:

WHEREAS, God in his infinite wisdom has ordained to take unto Himself our beloved brother, co-worker and past President, J. Clifford Kennedy; and, Whereas, it is but just that a fitting recognition of his many virtues should be noted, therefore, be it

RESOLVED, by the officers and members of the National Shorthand Teachers' Association, that, while we bow with humble submission to the will of the Almighty, we do not the less mourn for our friend and associate who has been taken from us.

RESOLVED, That in the death of J. Clifford Kennedy the National Shorthand Teachers' Association has lost a faithful, conscientious and valuable co-worker. As a teacher he was kind and encouraging; as an employee he was the personification of loyalty; as a business man his integrity was ever unquestioned; as a friend he was sympathetic, thoughtful and sincere; he was one whose every endeavor was exerted for the welfare, prosperity and advancement of our profession; he was one dear to all who knew him, and one whose noble and upright life was a standard of emulation to the teaching fraternity.

RESOLVED, That the heartfelt sympathy of the officers and members of the National Shorthand Teachers' Association be extended to his family in their bereavement, and that a copy of these resolutions be spread upon the records of the National Shorthand Teachers' Association, and that a copy thereof be transmitted to the family of our deceased friend and co-worker, and to the official organ of the National Shorthand Teachers' Association, *The Typewriter and Phonographic World*, New York City.

OFFICERS.

H. L. ANDREWS, President.
R. A. GRANT, Vice-President.
W. I. TINUS, Secretary.

EXECUTIVE COMMITTEE.

THOS. P. SCULLY, Chairman.
F. M. VAN ANTWERP.
F. E. HAYMOND.

We have lost a grand teacher of shorthand in the passing of J. Clifford Kennedy. He was so full of enthusiasm and so competent, and his students sped along in the study by the force of the inspiration received from his personal magnetism.

He had a fine command of good English. His explanations were always lucid and convincing, though short and crisp. He did not deal in useless verbiage—he went right to the point with a power and precision that commanded and received attention, and the impression was almost indelible.

His students first admired, then loved him, following him with that blind, implicit faith begotten by an upright and faithful example—the example of him who teaches what he practices and only that.

Yet he was a hard taskmaster, for he aimed at perfection and instilled a desire in his pupils to attain it. Though he most patiently bore with poor work by incompetent students, they never for one moment had the idea it was in any degree meritorious—it might be good done by them, but it was far below what it should be and must be.

He was, withal, a genius—not a speculating, indolent genius, chasing chimeras, but an active, energetic, hard-working man

of brains—clear, keen, incisive brains, that thought big thoughts and did great things.

What an agreeable companion he was! We, who knew him well, most thoroughly appreciated this fact. There never was a dull moment when Kennedy was among us. His amusing anecdotes, his pleasing reminiscences, his quick sallies and returns, his general good-fellowship, we shall all remember so long as we take cognizance of anything.

That he stood high among and was honored most markedly by his co-laborers in his chosen field seemed but meet and just to us, and we saw nothing abnormal in it. If there had been any greater mark of esteem to have been bestowed, he would have received it. He was born to lead and lead he did, and what a magnificent general! How loyal his forces! Whenever he was in command there followed growth and expansion in marvelous fulness. As I have said, there was nothing at all strained or awry about all this, for he stood at all times for these grand principles that have caused progress in all ages, climes and peoples—honesty and fair dealing.

There was a great light just skimming the rim
Of the Future's horizon, so great and wide.

Tho' barely in view, its light was not dim—

Its rays in effluence with brilliant ones vied.

Death scowled at the sight and hastened to send

His dread Mantle of Darkness to quench that light.

So silent his work, so perfect the end,

We are stricken by sorrow—for this is our night.

ISAAC S. DEMENT.

I wish to write a simple word of appreciation of a very dear friend who has just passed to the Great Beyond.

When James Clifford Kennedy yielded up his life at Detroit, one of the most brilliant careers of the younger generation of business school men was brought to a close.

Mr. Kennedy was possessed to a marked degree of that greatest of all characteristics of the true teacher—he was intensely human—and in this lay his great strength. He lived his life a man among men, and all who came in contact with him were irresistibly drawn towards him by a feeling of fellowship that can be accounted for in no other way.

I never knew so young a man who had so great an influence for good over the young people with whom he came in contact as Mr. Kennedy. I know at least a dozen young teachers who owe all they are to the spark of ambition awakened by his teaching and example.

He was a man who never lost his interest in a friend and all his students were his friends. While he was with me, something over three years, he was continually advising former pupils, who had been under his instruction elsewhere, in regard to their advancement, and he never lost interest in anyone who came under his instruction here.

Loyalty and manliness were his chief characteristics. He never hesitated to defend any cause or man in whom he believed and he never hesitated to attack and expose that which, to him, appeared insincere, unworthy or base.

Without weak sentimentality he was a firm believer in the final triumph of right and practiced in his daily life a code of moral ethics which he often expressed to me in about these words: "I believe if a man lives each day as well as he knows how, and does what seems to be right to him without taking mean and cowardly advantages of his fellow men, that, when he comes to the end of his days, he will be ready to answer the call. A man who lives right can't help dying right."

I know that no man carried this practice more fully into his life than did J. Clifford Kennedy. Very truly,

Salem, Mass.

GEO. P. LORD.

IN MEMORIAM.



Herbert W. Kibbe, born in Somers, Conn., January 4, 1853, died at Boston, Mass., February 8, 1905, after a brief illness.

Mr. Kibbe's early ambition was to become an artist. His longing was to do brush and color work, but the opportunity to study in this line did not present itself. He acquired considerable skill with the pen by home practice, and, at the age of twenty-one, he attended Eastman's Business College, Poughkeepsie, N. Y., paying his way as assistant teacher of penmanship. While there, he developed a technique in all branches of penmanship, which has rarely, if ever, been excelled. After finishing the course at Eastman's Business College, in June, 1875, he accepted a position as instructor in mathematics and penmanship with the Beatty Commercial College, Bellville, Ontario, where he remained one year. In 1876 he opened an office in Utica, N. Y., where he did an extensive business in the pen art line, also taking special penmanship students at his office and by mail, and teaching business writing evenings at the McCreary and Shields Business College, Utica. It was while he was here that every young penmanship enthusiast of that day, from Nova Scotia to California, drew inspiration from his work. These were the days when he published "Kibbe's Seventeen Alphabets," "Kibbe's Magic Lettering Tablet," "Kibbe's Lessons in Flourishing," etc. They were all good, and he always gave us good measure of high class work and wrote us words of encouragement. About 1890 he outgrew this business and located in Boston, Mass., first at 35 Tremont street, and soon after at 181 Tremont street, where he soon became the leading pen artist in New England. Mr. Kibbe's technique practically remained the same from day to day, and from year to year, during his thirty years of active service. His artistic ability continued to develop, his work for the past five years being far in advance of that at any previous time. In the death of Mr. Kibbe, the profession loses one of its most ambitious artists.

Personally, he was a man whose modesty, sincerity and industry won the respect of all who came in contact with him. Mr. Kibbe had the pleasure of seeing that at least two of his children inherited his artistic tastes. His son R. E. Kibbe, and his daughter Idella, have assisted him for several years. R. E. Kibbe has taken charge of the work left by his father, and is now turning out penmanship that is satisfactory to the most critical customers.

FRANK B. DAVIS.

Boston, Mass., June 14, 1905.

WHEREAS, having learned with deep sorrow that it has pleased Divine Providence to remove from his earthly labors our beloved friend and co-worker, J. CLIFFORD KENNEDY, we, the members of the National Commercial Teachers' Federation, through a committee appointed by the President for that purpose, adopt the following resolutions:

That in the death of our friend the profession has suffered an irreparable loss. By reason of his originality, geniality, industry, ability and resourcefulness, he had, though young in years, won for himself an enviable reputation as an educator.

That the high regard in which he was held by the members of this body is evidenced by his having been repeatedly honored with high official positions in the Federation as well as in the affiliated bodies.

That in the death of Mr. Kennedy each of us has lost a personal friend who was at all times sympathetic, helpful and inspiring. While he has been removed from us, the influence of his words, work and character will ever remain a constant incentive to higher endeavor.

That deep as our sorrow is, we fully realize the greater anguish of those who were near and dear to him, and while words seem weak and futile in the presence of such a bereavement, we hereby extend to his sorrowing wife and relatives our heartfelt sympathy.

That a copy of these resolutions be spread upon the records of this body and a copy of the same be engrossed and presented to his wife.

J. F. FISH,
J. A. LYONS,
JOHN R. GREGG,

Committee.

INVITATIONS RECEIVED.

Nineteenth Class Goldey Wilmington Commercial and Shorthand College request your presence at their Commencement Exercises, Monday, June 12, 1905, 7:30 p. m., Grand Opera House, Wilmington, Del.

Spencerian Business College, Washington, D. C., invites you to attend the Thirty-ninth Annual Commencement Exercises at the Academy of Music, Monday evening, May 29, 1905, 8 o'clock.

The Trustees and Faculty of the Elgin Academy of Northwestern University, Elgin, Ill., invite you to be present at the Exercises of Commencement Week, June 18 to 23, 1905. This school will open its fiftieth year on September 5, 1905.

You are invited to be present at the Graduation Exercises of the Class of '05 of the Nevada Business Institute, Thursday evening, June 8, 1905, 8 o'clock, Institute Building, Reno, Nevada.

Mr. Atkinson and the Student Body of the Nevada Business Institute request your presence at the Graduation Party of the Class of '05, Kindergarten Hall, Reno, Nevada, Friday, June 9, 1905.

You are cordially invited to attend the Excursion of the Detroit, Mich., Business University, to Bois Blanc Island, Wednesday, June 21, 1905.

Your presence is requested at the Commencement Exercises of the National Business College, Roanoke, Va., Baccalaureate Sermon, Sunday, June 25, at 8 o'clock, First Baptist Church. Final Exercises and Annual Address, College Chapel, Friday evening, June 30, at 8 o'clock.

The Class of 1905 of the Greer Business College request the honor of your presence at their Commencement Exercises, Friday evening, June 23, at 8.15 o'clock, Carnegie Hall, Braddock, Pa.

Convention News and Notes

THE CENTRAL COMMERCIAL TEACHERS' ASSOCIATION.

The Central Commercial Teachers' Association met at Omaha, Nebraska, May 24, 1905, and continued in session three days. The meetings were well attended, and the lectures, papers and discussions were of a high order.

The banquet, which was held at the Millard Hotel, was a particularly enjoyable occasion.

One of the noticeable features of the convention was that so many of the speakers favored thoroughness, and an effort for the development of that which was best in the students intellectually and morally. In none of the conventions of late years has so much been said in favor of the moral elevation of students. Those who attended the convention must have been impressed with the idea that commercial teachers are doing all in their power to impress students with the idea that strict honesty is essential to success, and that business men who employ assistants must feel that they are honest and in all respects trustworthy.

The exhibition of typewriters, adding machines, arithmeters and office appliances was particularly fine.

The following officers were elected for the ensuing year:

President, A. W. Dudley, Des Moines, Iowa.

Vice-President, E. A. Potter, Omaha, Nebraska.

Secretary, F. A. Keefover, Cedar Rapids, Iowa.

Treasurer, Miss Elizabeth Van Sant, Omaha, Nebraska.

The next meeting is to be held at Des Moines, Iowa, Thursday, Friday and Saturday preceding May 15, 1906.

A committee of three on program was appointed, consisting of Clay D. Sinker, of Des Moines, Ia.; John Alfred White, Moline, Ill., and V. W. Boyles, Omaha, Neb.

It is believed by those who were present that the convention to meet at Des Moines next May will be one of the best of the year. The Central West is wideawake on the subject of commercial education. The private and public schools work earnestly and harmoniously.

All members of the Central Commercial Teachers' Association, and all who wish to join it, should at once begin active work for the success of the next meeting. The success of a commercial convention depends largely upon earnest work from the close of one convention to the beginning of another.

MICHIGAN EDUCATORS MEET.

The fourth annual convention of the Michigan Commercial and Shorthand Teachers' Association met in the rooms of the Michigan Business College, Detroit. About fifty teachers and schoolmen were present, and the meeting was quite a successful one. The address of the President, J. C. Walker, consisted of an urgent plea for a better grade of work and a more complete and extensive course of study. D. W. Springer, of Ann Arbor, presented the subject of "Commercial Correspondence" in an interesting and impressive manner, which indicated that he had given the subject much thought.

The "Teaching of Penmanship," by Cyrus W. Field, of Detroit, was one of the interesting and helpful topics of the meeting. The discussion on this topic was led by C. A. Wessel, of Pontiac.

M. L. Veenfiet, of Alpena, was to have read a paper on the "Culture Value of Business Training." Being unable to be present, her paper was read by Secretary W. S. Osborn.

One of the best papers that has been read before our Com-

mmercial School Conventions was the production of Edwin Liebfried, of the Commercial High School, Muskegon. His subject was "Scope and Purpose of Commercial Course in High Schools."

The subject of "Commercial Law" was the subject of a very interesting talk by W. C. Sprague, of the Sprague Correspondence School of Law, Detroit.

E. St. Elmo Lewis, advertising manager of the Burroughs Adding Machine Co., of Detroit, was present and added much to the value of the meeting by his discussion of the subject, "Stenographers—Their Shortcomings." Mr. Lewis was formerly with the Bookkeeper Publishing Co., of Detroit, and is well known to many commercial school men. His talk was followed by a round table—"Stenographers—What Can We Do to Make Them More Proficient?" led by S. A. Moran, of Ann Arbor.

W. N. Ferris, of Big Rapids, was the last speaker on the program, on the subject of "When and How to Teach Business Ethics." Those who know and have heard Ferris, know that this talk alone would have made the convention a success if the remaining part of the program should have failed to materialize.

One of the principal features of the meeting was the visit on Friday afternoon to the plant of the Burroughs Adding Machine Co. This plant is one of the most up-to-date and well arranged manufacturing plants of the United States, and was a revelation to the majority of the teachers. Everything is as neat and clean as a model housewife keeps her kitchen, with sanitary wash rooms, lockers for the men, and in fact every convenience that any employee could use, including a gymnasium and dance hall, where the visitors were entertained after an inspection of the remainder of the plant, and were served with light refreshments, followed by dancing, for those who cared to remain and participate.

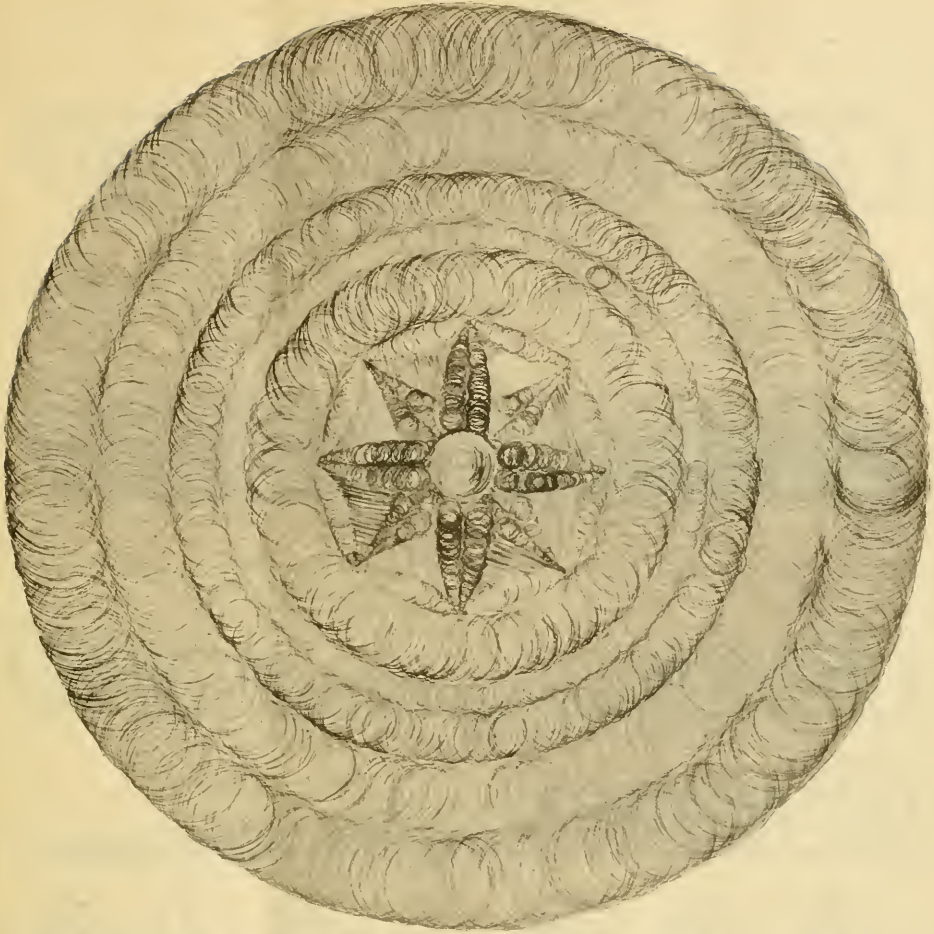
The new officers elected for the coming year were: President, L. C. Rauch, Detroit; First Vice President, A. E. Burch; Second Vice President, C. A. Wessel; Secretary, Edwin Liebfried, Muskegon; Treasurer, G. S. Kimball, Albion.

WISCONSIN BUSINESS EDUCATORS ORGANIZE.

At the Spencerian Business College, Milwaukee, Wis., on the 27th of May, the commercial educators of that city organized an association for mutual benefit and protection. Steps were taken to form a uniform course of study, a committee being appointed, of which E. W. Spencer is chairman. The committee will draft a course and submit the same to the State Superintendent of Public Instruction for his approval. A resolution was passed denouncing the practice of certain high school principals in admitting representatives of some of the private business schools to their school rooms and soliciting business. The resolution stated:

"In our judgment, this practice is improper and liable to abuses through its tendency to give certain private schools undue advantage over others regardless of merit, and to lead young people to infer that such particular institutions are indorsed by the public school authorities as possessing superior advantages. We regard this practice as subversive of the functions of our public schools and as liable, in certain cases, to lead to more serious abuse.

As business educators we believe that everything in the nature of advertising of private business or business ventures should be rigidly excluded from the public schools."



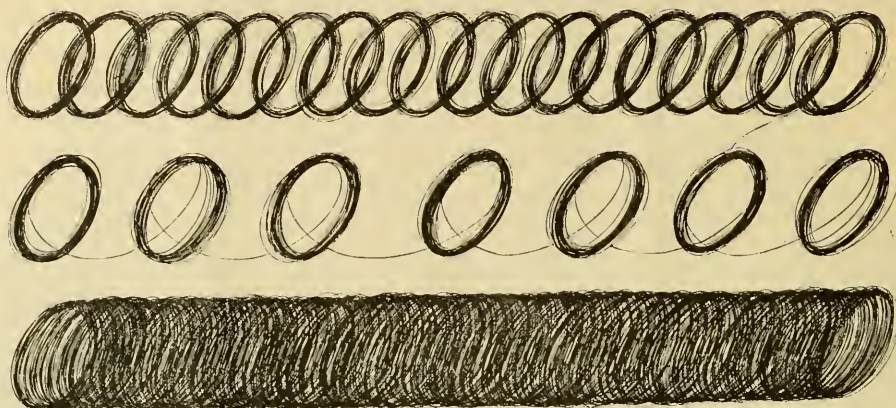
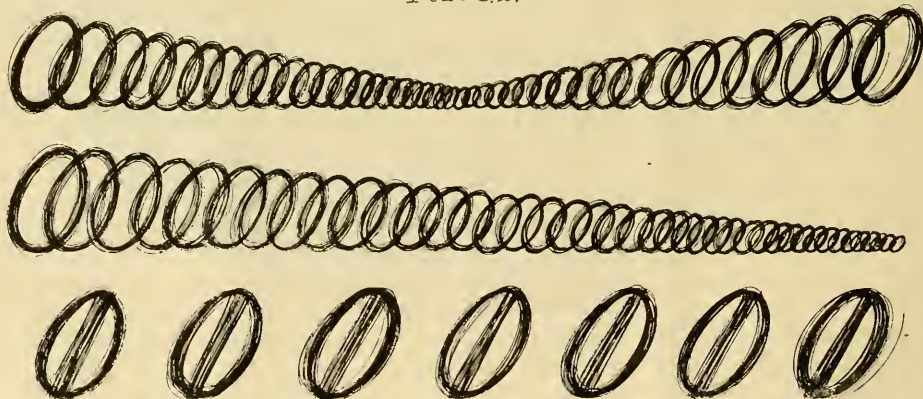
Movement Design by George Billman, Student of the Spencerian Business College, Milwaukee, Wis. Instructor, F. Stanley Powles.

Copper-Plate Script Alphabet.

A B C D E F G H I J K L M N O P Q
 1 2 3 4 R S T U V W X Y Z 5 6 7 8 9 0.
 a b c d e f g h i j k l m n o p q r r s t u v w x y z

Frederick William Tamblyn.

Engravers' Script by F. W. Tamblyn, Kansas City, Mo.

Plate No. 1.*Plate 2.*

A B C D E F G H I J K L M
 N O P Q R S T U V W X Y Z

Paton '05.

A BIT OF PENMANSHIP HISTORY.

By GEO. H. SHATTUCK, Medina, N. Y.

The inspiring article in a recent number of *THE JOURNAL* by C. T. Cragin, in which he says "from 1870 to 1880 Manchester, N. H., was the Mecca for young penman all over the state," prompts me to say that my pilgrimage to Manchester was made some years earlier.

My brother, Algernon P. Shattuck, twelve years my senior, after traveling about the country as a writing master for several years, finally took a course in bookkeeping at Comer's Commercial School in Boston, and also, a thorough course in penmanship with Nathaniel D. Gould, a famous Boston writing teacher, after which he opened a school in Manchester.

In September, 1846, I left Mason Village (now Greenville) for Manchester and was enrolled as a pupil in A. P. Shattuck's Writing and Bookkeeping School in Armory Hall, Patten's Building, Manchester, N. H. Soon after this my brother was engaged by the School Board one or two days a week to visit the city school at the munificent salary of \$300 a year. He also took in a partner by the name of D. Kendrick Mack. Mack was a fine looking young man and an exceptionally fine penman. They issued a small gilt-edged card which read:

"Algernon P. Shattuck and D. Kendrick Mack, Teachers of Writing and Bookkeeping, Armory Hall, Patten's Building, Manchester, N. H."

Where Mack acquired his skill I never knew, but his handling of the pen more on the muscular movement as now practiced, which was not so much in vogue at that day, showed he had been with skilled penmen somewhere. The partnership lasted for one year, but two competing schools circumscribed the profits. Mr. Mack retired and went into business with his father, and so far as I know never returned to the profession. He died at his home in a suburb of Manchester a few years ago.

One of the competitors, E. D. Sanborn, came from Lowell, Mass. He was a fine penman of good address, with clothing of a clerical cut. He occasionally gave a free lecture on penmanship, using a skeleton hand and arm to illustrate the philosophy of his methods. I attended one of his lectures September 21, 1846, I presume in the interest of Armory Hall and because I was unknown to Professor Sanborn. He was not in good health, and the active competition irritated him and caused him to make some caustic remarks about rivals and their methods of teaching. He died a year or two later.

James M. Pattee, a man of entirely different make, not much of a penman, thoroughly good natured, with the true Yankee instinct and nasal twang, used to sit on the dirt pile and talk to the Irish digging a sewer in Elm street, with his feet drawn up, showing a large patch on the seat of his trousers, "not so much for economy as for advertising purposes," showing that he was "one of the people" and not "an aristocrat like Sanborn," and any notice Prof. Sanborn gave him, however much designed to work to his disadvantage, Pattee laughed at, and called it a good "ad" for his school.

About the year 1862 or '63, when I was writing cards at Niagara Falls, who should turn up there among the visitors but James M. Pattee and wife. He flashed a diamond pin and a gold chain, something less in size than a dog chain, about his neck. He said he had been out in the mining country and made lots of money and advised me to drop my job and go out. He said he could put me in the way of making my pile in short order, but I haven't been there yet, nor have I made my pile.

In regard to other writing masters of that day, the first man I ever met in the business was Horace Bugbee. Gaskell, in writing of him had not learned his first name, but spoke of him as "Bugbee, the Spencer of New England." He died, I think,

long before Gaskell was in Manchester, at his home in Nashua, N. H., leaving a widow and one daughter. My brother was one of his pupils. He taught in Mason Village when I was a boy and, as I remember him, bore a striking resemblance to the late James W. Lusk, and in some of his characteristics was not unlike him. He had no kind words for anyone he assumed trespassed on his territory.

At Hancock, N. H., were two academies. One under the patronage of the Baptists called "The Hancock Literary and Scientific Institution," abbreviated to "The Lit. and Sci." The other under the Presbyterians called "The Hancock Academy," abbreviated to the "Brick," as the Lit. and Sci. was wood and the academy brick.

My brother organized a class in the Lit. and Sci. to pay his expenses (he was a student there) and posted up his specimens, consisting largely of flourished eagles and swans he had previously learned of Bugbee. Bugbee was disappointed not to have both schools to draw from, but concluded to get a class at the "Brick" and got out his beautiful specimens, framed and hung them up, thinking his more finished productions would attract the pupils. One morning, shortly after, my brother's specimens, which to save expense were not framed, were blowing around the street. When his attention was called to it he said, "Tell Bugbee my birds can fly; his can't." While I think Bugbee was not responsible for the destruction of the specimens, I have no doubt that he didn't worry about the loss, but they say he just "biled" over at the message.

It is to be regretted that no *PENMAN'S ART JOURNAL* existed at that day, for the penmen were all just as real and just as active as their followers of to-day and would have occupied just as much space in its columns, and we should have had the pleasure of reading their views and looking at their faces as we do of those who have appeared on the same sphere of action since the penman's papers were established. In this connection it is shown plainer than in any other way the great value the penmanship publications will be to future generations.

The results of the Shattuck-Mack combination were not such as to make me enthuse much over penmanship, and through one of my friends, Joseph Hall, a "job" hand in Amoskeag Machine Shop, I entered that institution as an apprentice December 20, 1847. My subsequent career is another story.

That I did not abandon all hope of becoming a penman is evinced by the fact that at the Exhibition of the Industry of All Nations in New York, 1854, I received honorable mention with special approbation for specimens of penmanship. D. F. Brown received a medal for penmanship in 1853. No other awards were made for penmanship in either year.

A year ago I spent one night in Manchester. Going up Elm street I saw a switch-tender at Elm and Bridge streets. I asked, "How long have you been here?" He replied, "All my life." "Did you know a writing master by the name of Algernon P. Shattuck?" "Yes," he replied, "I took lessons of him up in that block at the corner of Hanover street."

I have only one other item to add. I am happy to say that between 1846, when I went to Manchester to "get more light in penmanship," and 1904, there is a stretch of fifty-eight years. The schools of Manchester are now using the "Medial Copy Books," of which I am one of the authors, jointly with H. W. Shaylor, and to which I was the first to call the attention of the publishers, Messrs. Ginn & Co., and I am living in hope that I have returned as much light on penmanship to the children of Manchester, as I received there over half a century ago. I would say this is not designed as an "ad" for the books, as Messrs. Ginn & Co. are giving all the attention to that department that the most zealous author could desire.

The Self-Help Club

Conducted by GEORGE S. MURRAY



HONESTY VERSUS LYING AND DECEIT.

By NEWELL DWIGHT HILLIS.

(From the *New York World*.)

Inferior Things Live by Lying.

It is a striking fact that the lower world of animals and men live by lying and treachery and deceit. All things that creep and crawl practise fraud. The spider's web is spun out of deceptions for unsuspecting flies. The fox doubles on its track and by pretense escapes. The wolf, more cunning still, leaps from its hiding place upon the young fawn as it stoops to drink. Not otherwise is it with the lower orders of men named thieves, gamblers, and all whose stock in trade is the passions of their fellow-men. Deceit is the protection of the petty criminal. Indeed, the whole lower world, in its rank and file, is made up of those whose stock in trade is some form of fraud. Dante tells us that the realm that lies just below the world of hard work and honest industry is the realm of lies. This realm of deceit is the realm of poverty, vagrancy and human wreckage.

The Higher Commerce Assumes Honesty.

But the great world of industry and trade has journeyed away from deceit and fraud. The factory, the store and the bank are founded on truth. Remnants of the era of lies remain, just as our earth shows here and there a pocket of fire named Vesuvius or Mont Pelee as reminders of an age when the earth was a ball of flame. Modern civilization would break down utterly if men were to return to the animal era of lying. What if the president of the bank had to end each day with running the bookkeeper down? What if every merchant tossed all night lest his clerks were handing in lying reports on the stock? What if every manufacturer had to stand with a scourge above the weaver and spinner? Now and then a man has succeeded for the hour by a skilful lie; but henceforth every merchant is a detective on the liar's track. The history of the great firms of to-day is the history of an honest trade-mark. The whole theory of the trade-mark, for the package of sugar or coffee, is that the people can depend upon the truthfulness of the packer. What is it that sells a certain grade of woollen or cotton cloth? The mere fact that the people of the country have discovered that this manufacturer never weaves lying threads or sells cotton under the name of wool or silk. The merchant's capital is his honesty expressed in goods.

Getting on Through a Reputation for Truth Speaking.

The way of truth also is the way of prosperity and wealth. Honesty promotes prosperity. Many years ago I knew a youth who has since climbed to high position. His father was a farmer who lived several miles from a growing city. One morning the boy of eighteen awakened to find his father dead and the family dependent upon him. After much thought he turned the little farm into a dairy. From the beginning he had the idea that if he had healthy cows and

never told lies, by selling good milk, that if he purified his milk and aerated it, it would be appreciated by the mothers of little children, and so the time would come when his honesty would give him the trade. For two years the boy struggled for his footing. The second spring some kind of distemper broke out among his herd of cows. He did not know but it might prove serious. Now, to tell his customers the truth was to lose his trade and see his competitors gain it. After a sleepless night he went into the printing office and brought out a little circular explaining the situation to his customers, saying he could not honestly sell them milk. In a single fortnight his trade was gone. But a leading physician in the town, whose practice was among children, appreciated the boy's hatred of lies. One day this doctor wrote an article advising all the mothers in the city to guard against impure milk during the heated summer months, and told the story of this boy's honesty. The physician said that the youth spent money to keep the milk clean and sweet, and that he had a right to charge more. Then the reward came. For years the boy sold his milk for six cents a quart as opposed to the other men, who had five. At thirty the man went from the dairy into a most prosperous business in the city. Now, the history of his great success is the history of his hatred of lies and his love of truth in the inner part.

Truth and Influence.

Macchiavelli exempted the diplomatist from the law of truth. He urged that the spy must lie, the lover use deceit, the gamster show courage when he had a poor hand, and the diplomatist say one thing when he meant another. For that reason when John Milton became Foreign Secretary to Oliver Cromwell he always won out in diplomatic matters because he always told the truth, while the diplomats thought he was lying. Society still believes in Custom House lies and in diplomatic lies, but every form of lying is a form of failure. Character leaks away through a lie, as the liquor in the cask is wasted by the wormholes. Against every temptation the youth should stand for the truth. Honesty turns the politician into the statesman. A name for honesty is better than great riches for the financier. Better than beauty for a woman is the praise: "She always speaks the truth." Young man, if you build your life on lies you build on sand. Fraud is a bubble that soon bursts. Truth is a foundation of rock that shall not be removed.

Referring to an item in a recent issue of *THE JOURNAL*, L. J. Egelston, principal of the Rutland, Vt., Business College, writes as follows: "I read with considerable interest your little note relative to Miss Reichardt's demonstration for the Smith Premier machine in schools in the East. She visited our school recently and broke all previous records by writing 167 words a minute on familiar matter." *THE JOURNAL* is always pleased to publish results of speed contests in shorthand and typewriting or anything of a similar nature that is of interest to the entire profession.

Charles Town
Charles Town

SOME MORE EXPERT HANDWRITING.

In a recent issue of *THE JOURNAL* we published some of the handwriting which figured in the celebrated Tucker Case, four experts claiming that the same hand wrote both words and four dissenting.

After the publication of this exhibit, we received a letter from Frank B. Davis, well-known penman of Boston, Mass., stating that the specimen we published was that part of Tucker's writing which looked the nearest like the Morton note. He enclosed the word "Charlestown" as we published it, and also the same word written by Tucker which was used as a standard, and these we reproduce herewith. The upper specimen is the standard, and was written by Tucker while employed in Boston. The lower specimen is the one that was found in the room where Mabel Page's body was discovered.

It would seem that this celebrated case would hinge on the question as to whether Tucker wrote the lower specimen. We have reproduced these very large so that our readers may do a little expert work themselves. We invite discussion on this subject.

The experts for the state used a composite, instead of using the whole word, and this point is claimed by the defense to be irregular. This will form the basis for securing a new trial.

Mr. Davis does not believe that Tucker wrote both of the above words.

EXPERT TESTIMONY.

The following is a clipping sent to us by Frank B. Davis, of Boston, Mass. It is taken from a recent issue of one of the Boston papers, and is a humorous take-off of the handwriting expert which the members of that profession will appreciate:

The handwriting expert was being cross-examined by the lawyer for the defendant.

Q.—"What do you make out of this bit of writing?"

A.—"It was done with a floor mop by a cross-eyed man on a dark night."

Q.—"How do you know that?"

A.—"I don't know it, but that's how it looks to me."

Q.—"Were you not engaged on the famous Chinese Laundry Check Mystery some years ago?"

A.—"I was."

Q.—"What did you get for that piece of work?"

A.—"A headache."

The auditors in the courtroom burst forth in loud, vulgar laughter at this witty sally, and the judge rapped for silence.

Q.—"Now as to that piece of writing which you hold in your hand, do you think the writer wrote it with malice of forethought?"

A.—"I think he wrote it with his hands tied behind him."

Q.—"Please tell the jury in your own way what the wording of that writing is?"

A.—"There is some doubt in my mind as to that. In the first place, the 't' looks like an 'l' and the 'o' hasn't got any hole in it. I find that the dot over the 'i' is dislocated, and that just as the writer was about to make the double 'ff' he threw a fit. The first word looks a good deal to me like 'Chicago,' but more like the Hottentot word for 'sour pickles' or 'buzz saw.' Otherwise it is perfectly legible."

Q.—"Does the writing indicate to you the sex of the writer?"

A.—"Yes."

Q.—"Please state the sex?"

A.—"It was written either by a man or a woman."

Q.—"Either?"

A.—"Either."

"May it please the court," began the attorney for the defendant, rising with the glitter of triumph in his eyes and addressing the jury, "the writing on the piece of paper which the witness holds in his hand was executed by an intoxicated cockroach with ink on its feet. I resorted to this ruse to test the expert knowledge of the witness, who has proved himself incompetent, and I, therefore, ask that his testimony in this case be stricken out."

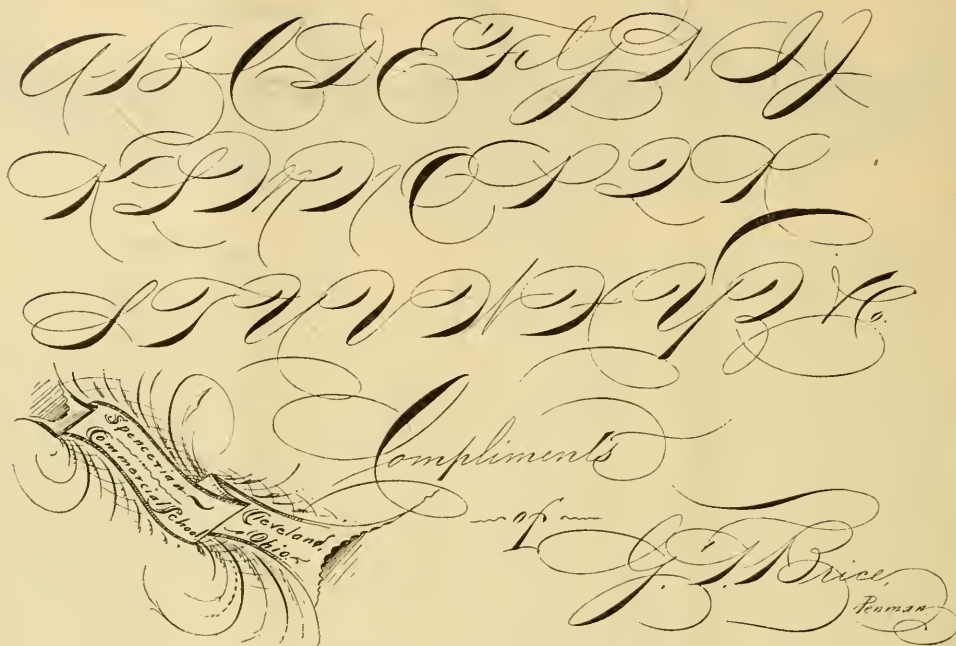
"It is so ordered," said the judge, and the handwriting expert left the stand humiliated and disgraced.

A. W. Kimpson, formerly of Quincy, Ill., has engaged with the Central Business College, Sedalia, Mo.

F. B. Courtney, recently of Toland's Business University, La Crosse, Wis., goes to McDonald's Business Institute, Milwaukee, Wis.

F. M. Davis, of the College of Commerce, Kenosha, Wis., is spending a vacation at Stockton, Winona County, Minn.

We have had occasion recently to publish our commendation of the work done by L. E. Stacy, of the Salem (Mass.) Commercial School, and a number of specimens subsequently received go to confirm our previous impression as to their standard quality. A number of Mr. Stacy's pupils have received the *JOURNAL's* Certificate and we sincerely hope that many others will bring their work up to the proper requirements and place them, too, in the eligible list. Mr. Stacy's pupils practice what *he* preaches in his lessons, namely: strong, vigorous forearm movement writing.



Ornamental Capitals by G. T. Brice, Spencerian Commercial School, Cleveland, Ohio.

P. W. Clark, president of Clark's School of Business, North Tonawanda, N. Y., recently purchased the Massey Business College, Louisville, Ky. We wish Mr. Clark every success in his undertaking.

In the Manchester, N. H., *Union*, of April 9, 1905, an account is given of some rapid typewriting work by the girls of the Hesser Business College, J. H. Hesser, proprietor. On Thursday afternoon Mr. Hesser offered the girls who were working in the college office, \$1.00 to write twenty-five letters in one hour. It was then .230 o'clock, and the girls had already worked four hours at the machine. It took them just fifty minutes to get started and ten minutes to finish. At the end of the hour Miss Eva Beaumier had twenty-five to her credit. She had written twenty-seven, but two had to be rewritten. Mabelle Milburn came in second with twenty-four ready to be mailed. The letters written contained eighty words with name, date and address.

W. S. Seyler, formerly of Hazelton, Pa., and I. A. Ziegler, of the Waynesburg (Pa.) Business College, have purchased the Reading Academy and Business School. The school is now being conducted under the name of Reading Business School.

A CHANGE OF LOCATION.

The Sadler-Rowe Company, Baltimore, Md., have just removed from the temporary quarters occupied since the fire at 720 Pennsylvania avenue, to their new location 21 West Fayette street, where they occupy a floor space of nearly five thousand square feet, for shipping department and offices.

The Spencerian School, Louisville, Ky., Enos Spencer, president, gets out a little bulletin of school news every week on the mimeograph. We are informed that this is a very attractive feature of the school work, and commend it to other enterprising school owners.

The Hyatt-Fowells School of Seattle, Wash., is doing some very attractive advertising in the local papers. One advertisement sent us, occupying a quarter page, proves conclusively that these enterprising gentlemen know how to get up business-bringing literature.

In a recent letter from Lewis H. Vath, of the St. Cloud, Minn., Business College, he writes as follows: "I have just made arrangements to open a new business college at Whapeton, N. D., this fall, and will have quarters in the State Science School building at that place. My work shall be in conjunction with the state institution, and my students will have the privilege of taking up any branches in the scientific course of the State school. The opportunity to establish myself at Whapeton and to become associated with the State Science School came entirely unsolicited on my part, and I consider it a high compliment to have the honor of managing this new institution. I now am the owner of four schools and am preparing for a large fall business."

We have just learned of the sudden death of C. H. Sage, of the Three Rivers (Mich.) Academy and Normal School, which occurred on April 6, 1905.

Roll of Membership of the Eastern Commercial Teachers' Association.

Old Members, Present and Paid, 1905.

Billings, William, Eagan's School, Hoboken, N. J.
Brown, I. S., Brown's Business College, Bridgeport, Conn.
Brown, Anna, Coleman College, Newark, N. J.
Benton, Charles E., Benton Business College, New Bedford, Mass.
Bailey, F. L., M. C. A. Inst., New York City.
Claghorn, W. W., Wilmington High School, Wilmington, Del.
Bird, George W., Bronx Business Institute, New York City.
Barnes, P. H., Smith Premier Typewriter, Syracuse, N. Y.
Blackman, W. L., Allentown, B. C., Allentown, Pa.
Barton, J. C., Eagan's School, Hoboken, N. J.
Beale, J. C., Court Reporter, Boston, Mass.
Coffin, C. W. D., American Book Company, New York City.
Cobb, Archibald, 327 Broadway, New York City.
Claghorn, C. B. & S. Business College, Brooklyn, N. Y.
Chamberlain, W. S., Eaton & Burnett, Baltimore, Md.
Calvert, I. L., Wood's College, Newark, N. J.
Churchman, W. E., Easton School of Business, Easton, Pa.
Conant, M. Sybil, High School, Rahway, N. J.
Holl, E. M., Eagan's School, Brookline, N. Y.
Dick, George H., Wood's School, Brooklyn, N. Y.
Eckels, C. P., Summer Schools, Philadelphia, Pa.
Eagan, John J., Eagan's Schools, Hoboken, N. J.
Edridge, Edward H., Simmons' College, Boston, Mass.
Estey, P. C., Merchants and Bankers, New York City.
Faust, C. A., Palmer Method, New York City.
Frederick, F. H., Eagan School, Hoboken, N. J.
Fuller, M. D., Auburn, R. I.
Kecover, F. A., Western Penman, Cedar Rapids, Ia.
Gardner, H. W., Merchants & Bankers, New York City.
Gaylord, E. E., High School, Beverly, Mass.
Hayward, J. L., Hefley School, Brooklyn, N. Y.
Hefley, Norman P., Hefley School, Brooklyn, N. Y.
Herrick, Cheesman A., School of Commerce, Philadelphia, Pa.
Hinman, A. H., Hinman Business College, Worcester, Mass.
Hookland, S. S., Philadelphia Business College, Philadelphia, Pa.
Holt, E. M., Eagan's School, New York City.
Huntsinger, E. M., Huntsinger Business College, Hartford, Conn.
Harnan, G. W., Commercial High, Brooklyn, N. Y.
Hope, William, Harlem Commercial Institute, New York City.
Hall, Charles B., Spencerian Business College, Yonkers, N. Y.
Horton, Byron, Packard School, New York City.
Heaney, A. S., Rhode Island Commercial School, Providence, R. I.
Harris, H. D., Sadler-Rowe Company, Baltimore, Md.
Healey, H. G., Penman's Art Journal, New York City.
Holmes, L. M., Berkshire Business College, Pittsfield, Mass.
Johnson, Grace M., High School, Lakewood, N. J.
Jones, S. L., Easton School of Business, Easton, Pa.
Kennedy, J. Clifford, Gutches School, Detroit, Mich.
Kinn, E. L., American Book Company, New York City.
Kinyon, W. H., Kinyon Commercial School, Pawtucket, R. I.
Kent, E. E., Central High, Springfield, Mass.
Kugler, Jr., John, Coleman's Business College, Newark, N. J.
Kinsley, William J., 245 Broadway, New York City.
Lambert, George, Western Business College, Westbury, R. I.
LeMaster, C. A., Drake College, Orange, N. J.
Kelly, James M., Union Business College, Philadelphia, Pa.
Leming, Joseph, Philadelphia Business College, Philadelphia, Pa.
Lacey, Frank E., Eng. High, Providence, R. I.
Laird, R. G., High School of Commerce, New York City.
Long, R. A., Packard School, New York City.
Lyons, J. A., Powers & Lyons Company, Chicago, Ill.
Lord, George P., Salem Commercial School, Salem, Mass.
McAdams, B. F., Newark Business School, Newark, N. J.
McAdams, R. N., 203 Broadway, New York City.
McAdams, B. O., Newark, B. C., Newark, N. J.
Magnus, Max, Magnus H. School, Providence, R. I.
Miner, E. N., 327 Broadway, New York City.
Miner, M. L., Miner's Business Academy, Brooklyn, N. Y.
McVeigh, Mr. and Mrs. S., Bliss Business College, North Adams, Mass.
Miller, Charles M., Miller School, New York City.
Miles, L. B., Lillian F. Sullivan School, Danbury, Conn.
Mager, W. F., South Bethlehem Business College, South Bethlehem, Pa.
Montague, Myrtie M., High School, North Plainfield, N. J.
Manchee, William, Eagan School, Hoboken, N. J.
McGann, L. C., Eagan's School, Hoboken, N. J.
Noble, F. F., Framingham Business College, South Framingham, Mass.
Parkinson, E. G., Schissler's College, Norristown, Pa.
Patrick, W. H., Patrick Commercial School, York, Pa.
Patt, Charles T., Eagan School, Hoboken, N. J.
Pelo, F. L., Walworth's School, New York City.
Palmer, A. N., Cedar Rapids Business College, Cedar Rapids, Ia.
Putnam, Clarence A., 31 Union Square, New York City.
Pickett, Joseph, Northampton Commercial College, Northampton, Mass.
Price, C. G., Sadler's Business College, Baltimore, Md.
Pratt, F. P., Wood's Seventh Avenue School, New York City.
Post, H. C., Waterbury Business College, Waterbury, Conn.
Pryor, Flora B., Waterbury Business College, Waterbury, Conn.
Henry, J. C., Central High School, Philadelphia, Pa.
Pratt, M. F., Packard's School, New York City.
Risinger, T. J., School of Commerce, Utica, N. Y.
Ramsdell, W. C., Ramsdell School, Middletown, N. Y.
Rea, James, Packard's School, New York City.
Rowe, H. M., Sadler-Rowe School, Baltimore, Md.
Rosenblum, Abraham, Commercial High, New York City.
Rogers, W. S., Shoemaker-Clark School, Fall River, Mass.
Rowe, George H., Salem Commercial School, Salem, Mass.
Salem, L. E., Salem Commercial School, Salem, Mass.
Savage, C. C., Rider-Moore School, Trenton, N. J.
Sadler, W. H., Sadler's B. & S. College, Baltimore, Md.
Smith, Stella M., Simmons' College, Boston, Mass.
Stenger, Mrs. A., Wright-Sterling School, Philadelphia, Pa.
Stoner, H. Y., Inter-State Commercial College, Reading, Pa.
Spencer, Enos, Spencerian Commercial College, Louisville, Ky.
Stillman, W. J., Stillman Business School, Danbury, Conn.

Thornburgh, L. M., Commercial High School, Paterson, N. J.
Tjarnell, A., Holyoke Business Institute, Holyoke, Mass.
Waltman, D. W., Philadelphia Business College, Philadelphia, Pa.
Walworth, George S., Walworth Business Institute, New York City.
Williams, S. C., Rochester Business Institute, Rochester, N. Y.
Wolf, George, Bronx Business Institute, New York City.
Watson, E. S., Brown's Business College, Bridgeport, Conn.
Wilcox, W. J., Wood's School, New York City.
Wright, W. P., Wright-Sterling School, Philadelphia, Pa.
Wade, J. M., Pennsylvania Business College, Lancaster, Pa.

New Members, Paid, 1905.

Allen, Francis G., Shoemaker-Clark School, Fall River, Mass.
Anderson, Woodford D., Girls' Tech. High, New York City.
Andrews, H. L., Martin School, Pittsburgh, Pa.
Baltz, Frank P., High School of Commerce, New York City.
Bridge, William D., Y. M. C. A., 150 Fifth Avenue, New York City.
Baltzart, M. A., 62 East Park Street, Newark, N. J.
Buck, H. D., Scranton Business College, Scranton, Pa.
Ballentine, R. W., Wood's School, New York City.
Barker, Charles E., Stillman's Business College, Danbury, Conn.
Cox, F. J., Drake Business School, Jersey City, N. J.
Carpenter, Frank O., English High School, Boston, Mass.
Cavanaugh, T. C., New Britain Commercial School, New Britain, Conn.
Cole, H. B., Permin School, Boston, Mass.
Curry, J. S., Burrows Bros. Co., Cleveland, O.
Covert, W. H., Business High, Syracuse, N. Y.
Corliss, C. E., Eagan School, New York City.
Curtis, William B., High School, Dunkirk, N. Y.
Desbrow, A. S., Coleman's College, Newark, N. J.
Doering, Abraham C., Spencer's Business College, Jersey City, N. J.
Drake, W. D., State Auditor, East Orange, N. J.
Dresser, Charles R., Nashua Business College, Nashua, N. H.
Donor, C. E., Beverly High, Beverly, Mass.
Dyer, Mrs. Ella L., Browne's Business College, Brooklyn, N. Y.
D'Arcy, J. J., Eagan School, New York City.
Ellsworth, H. W., 127 Duane Street, New York City.
Evans, Thomas L., Inter-State Commercial College, Reading, Pa.
Forsythe, Herman, Wilmington Business School, Wilmington, Del.
Fritz, Rose L., 241 Broadway, New York City.
Frazier, D. W., Drake School, Passaic, N. J.
Ferris, E. E., Eagan School, Hoboken, N. J.
Farnsworth, Caroline O., Eagan School, New York City.
Foote, Alfred F., Holyoke Business Institute, Holyoke, Mass.
Greene, Russell T., Jr., High School of Commerce, New York City.
Gibson, William F., Trinity Day School, New Rochelle, N. Y.
Hayward, W. R., High School, Passaic, N. J.
Hopkins, T. O., Newton Business College, Newton, N. J.
Horton, C. C., Horton Business Institute, Trenton, N. J.
Hager, Miss E. M., Crosby High, Waterbury, Conn.
Heaton, Wallace D., Bank's Business College, Philadelphia, Pa.
Jones, Charles C., High School, Dunkirk, N. Y.
Kane, J. C., Drake Business College, Jersey City, N. J.
King, Joseph P., Drake Business College, Orange, N. J.
Keesling, H. O., Lawrence Commercial School, Lawrence, Mass.
Kelly, Raymond P., Gregg's School, Chicago, Ill.
Lyster, C. C., Sadler's Business College, Baltimore, Md.
Laird, Charles W., Temple College, Philadelphia, Pa.
Morris, Edwin S., Hefley School, Brooklyn, N. Y.
McGuigan, Francis S., High School, Pittsburgh, Pa.
MacFarlane, Edna R., H. Y. W. C. A., New York City.
MacChesney, W. E., MacChesney's School, Paterson, N. J.
McNeece, T. H., Smith Premier Typewriter Company, New York City.
Meyenberg, Amelia, Progressive Shorthand School, New York City.
Niece, Elmer, Barbertown, N. J.
Norman, E. H., Baltimore Business College, Baltimore, Md.
Nichols, F. G., High School, Schenectady, N. Y.
Oakley, George, Columbia College, Paterson, N. J.
O'Keefe, D. H., Manhattan Business School, New York City.
O'Hare, Bernard H., Eagan School, Hoboken, N. J.
Richardson, F. H., Sullivan School, Danbury, Conn.
Ross, W. A., Miller's School, New York City.
Renshaw, J. K., Bank's Business College, Philadelphia, Pa.
Rogers, Cronk S., Henley's Business School, Syracuse, N. Y.
Swartz, George G., Camden Commercial School, Camden, N. J.
Sullivan, J. J., Pennsylvania Business College, Lancaster, Pa.
Steinbauser, W. Philip, Schuykill Seminary, Reading, Pa.
Skeels, A. D., Temple College, Philadelphia, Pa.
Shankensper, Viola M., Benton Business School, New Bedford, Mass.
Sehl, Martin L., Temple College, Philadelphia, Pa.
Toscano, M., Toscano Commercial School, New York City.
Teale, O. H., Teale School, Brooklyn, N. Y.
Taylor, Freeman P., Taylor School, Philadelphia, Pa.
Thom, G. D., Benton Business College, Danbury, Conn.
Turk, W. Irving, Bronx Business Institute, New York City.
Vigor, W. H., W. College Institute, W. N. Brighton, S. I.
Vaughan, Frank E., Union Teachers' Bureau, 203 Broadway, N. Y. City.
White, H. F., Easton School, Easton, Pa.
Wood, Alice M., Eastman School, Poughkeepsie, N. Y.
Wrought, A. B., Walworth's School, New York City.

"Do you know that I have been a subscriber to THE JOURNAL since its first issue by Brother Hinman, at Pottsville, Pa. Its coming each month is like greeting an old friend, and every number brings with it something new, instructive and interesting."—J. W. SWANK, Treasury Department, Washington, D. C.

VARIETY STYLES

WHEREAS

LETTERING IS A PRACTICAL SUBJECT

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Resolved

That we work earnestly to acquire it.

Practical Lettering by F. W. Tambllyn, Kansas City, Mo.

FRESH BUSINESS LITERATURE.

Early issues of 1905 school catalogues indicate a prosperous condition of commercial schools generally. One of the signs of the times is the increased feeling of interdependence between business men and business schools. The coming year seems to be one of exceptional promise.

The Wisconsin Business University gets out one of the best specimens of the color printer's art that has reached us for some time. Mr. Toland is not one of the men who don't believe in advertising.

An announcement from the Commercial Department of the Dunkirk High School is a credit to the progressive school it represents, and to the energetic men behind it. It is almost a novelty in public school literature.

C. W. Post, Principal of the Worcester Business Institute, has issued a catalogue which must impress the prospective pupil as being a sincere and straightforward expression of facts. Believing that his school can well afford to stand on its merits, Mr. Post makes no extravagant claims for it.

Since 1864 the Louisville Bryant & Stratton Business College has been living up to the high ideals of its founders. In the new catalogue appear the names of six hundred recent pupils. It is, to use the words of Mr. Wright, President of the school, "a history of another year's successful work."

A neat little booklet from Colorado tells of the gratifying success of Messrs. Lewis and Dickensheets, of the Boulder Business College. That school is one of the healthiest four-year-olds in the country.

Yocum's Business College Reporter brings us greetings from the seven thriving Ohio schools under the management of H. G. Yocum. It is full of breezy notes from the various institutions.

Like all its predecessors, the latest issue of the Peirce School Alumni Journal is a credit to the school from which it comes. Every department of that institution, from class room to editorial office, seems to be always doing its best.

The Holyoke Business Institute is sending out some interesting literature to ambitious young men and women. They can hardly make a mistake by placing themselves under the instruction of Messrs. Tjarnell and Foote.

The Tampa Business College sends us a clipping from one of the daily papers of its home city. Tampa deserves a good commercial school, and is getting just what it merits.

The Bryant Stratton Business College, Louisville, gets out a folder entitled "The Handwriting on the Wall." The con-

tents ought to interest all who are interested in making themselves of use in the world.

It would be an ambitious commercial school magazine that might hope to excel *The Packard Budget*. There is certainly good journalistic timber in the Packard School.

The Berea Quarterly brings us a breath from the mountains of Eastern Kentucky. Berea College is doing good work in an interesting field.

The Monarch Visible Typewriter issues a convincing piece of literature under the title, "The Typewriter of the Present and of the Future."

A bit of work from the Ames & Rollinson Company, New York, furnishes just a hint of what their office is sending out every day to all parts of the country.

C. R. Cottrell & Sons Co., New York, manufacturers of printing machinery, demonstrate through the medium of an artistic catalogue that they are thoroughly familiar with the best there is in printing and binding.

Our newest ruler bears on one side the words: "Business Men Furnished Bookkeepers and Stenographers;" on the other side: "National Business College, Roanoke, Va."

"A Chapter on Lettering" comes to us from *The Draughtsman*, Cleveland, Ohio. It contains many samples of figures, headings, initials, scrolls and titles.

The manufacturers of the L. C. Smith & Bros. typewriter have gotten out a convincing booklet in which they mention the points of superiority claimed for their machine.

A ten page folder from the office of the Union Teachers' Bureau contains cuts of many well-known educators, and commendations from a large number of patrons. Mr. Vaughan is giving satisfaction to both employer and employees.

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(Known for many years as The Penman's
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Drill exercises in phrasing, word signs, contractions, common words and cities of the United States; invaluable to the student for acquiring speed, and to the practical stenographer for purposes of review, arranged by F. R. Heath, chief instructor in shorthand at Peirce School, pocket size; flexible leather, gilt edges, 166 pages, \$1.00, postage prepaid.

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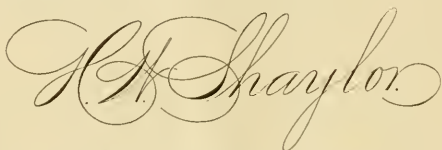
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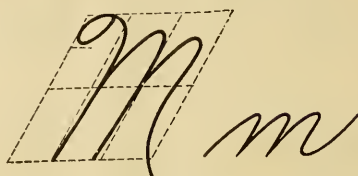
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This was the conversation between the girl with the gum in her mouth and the other girl with the gum in her mouth:

"Aincha hungry?"
 "Yeh."
 "So my. Less go neet."
 "Where?"
 "Sleeve go one places nuther."
 "So dy. Ika neet mo stennyware. Canchoo?"
 "Yeh. Gotcher money?"
 "Yeh."
 "So vy. Gotcher aptite?"
 "Yeh. Gotchoors?"
 "Yeh. Howabout place crosstreet?"
 "Nothin' teet there. Lessgurround corner."
 "Thattledoozwell zennyware. Mighta toughta that 'tfirst. Getcher hat."
 "Ima gettin it. Gotcher money?"
 "Yeh. Didn't cheer me say I had it? Allready?"
 "Yeh."
 "K'mon."—*Chicago Tribune.*

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The above letters are samples of those found in the Oval-Rhomboidal method, which is being used by many of the most prominent teachers of penmanship as an aid in presenting the forms of letters. The form is as simple as it can well be made, and may be used as a basis on which to graft any appendages or changes.

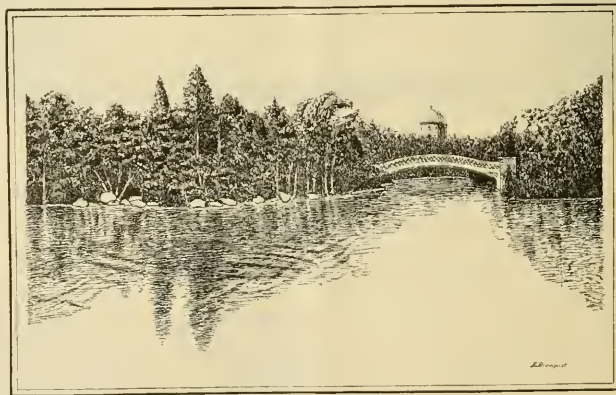
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A lad at Rugby failed to do his best. He thought it not worth while to worry about so trivial a fault as poor penmanship, since men of genius had written worse scrawls than he. But he became an officer in the British army, and one day during the Crimean war, an order which he copied was so illegible that it was incorrectly given and the result was the loss of many lives.



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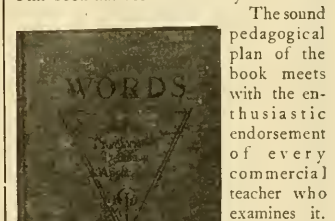
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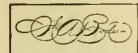
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Send stamp at once for full information concerning **Mills's Correspondence School of Penmanship.** By taking this easy step to-day may be the means of placing many dollars in your pocket in the future. Commercial teachers especially should take advantage of my courses during the summer months. Address,

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195 Grand Avenue, Rochester, N. Y.

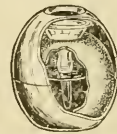
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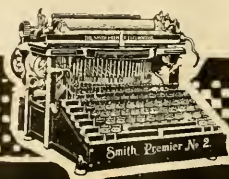
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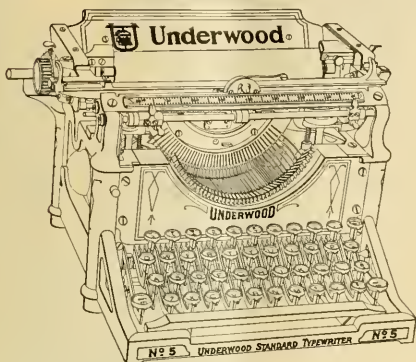
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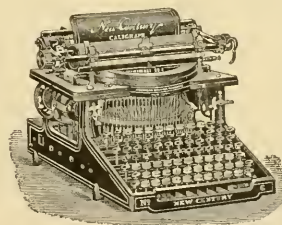
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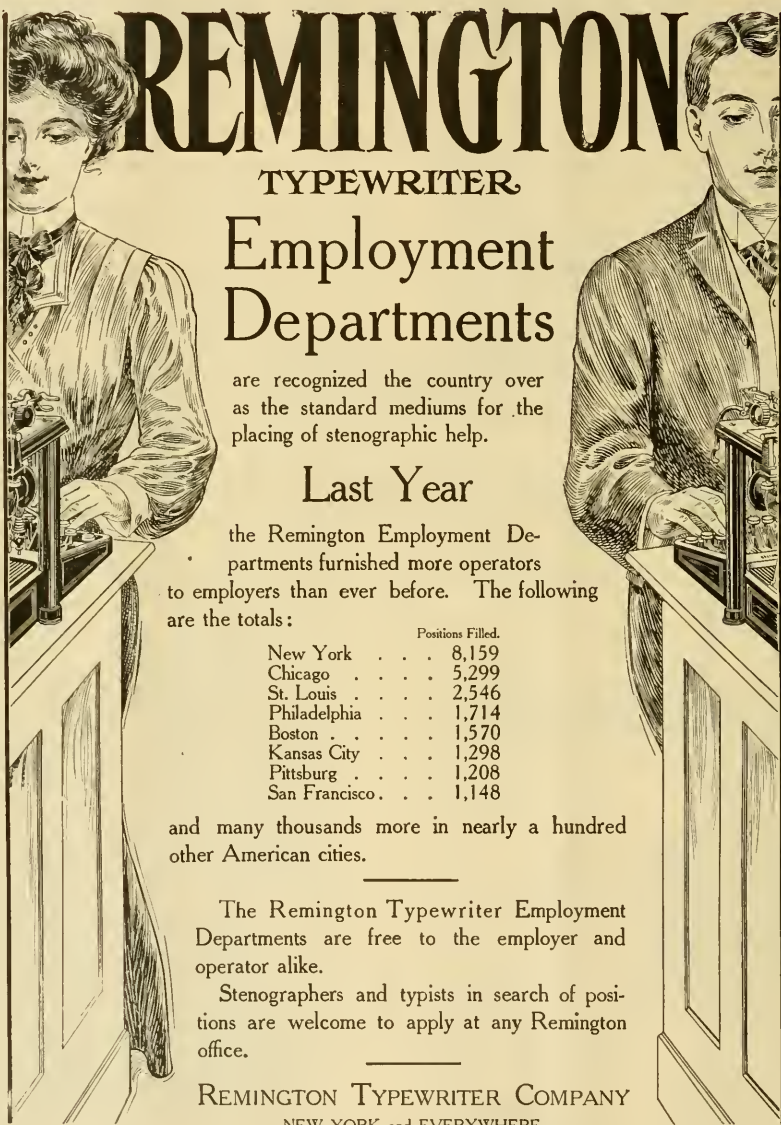
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